



See Also: [Minutes of the October Commission Agenda](#)

Web-Posted Sep 24, 2002
Updated Sep 26, 2002

October Commission Agenda

October 2-3, 2002
Commission Offices, 1900 Capitol Avenue
Sacramento, CA 95814

Correspondence regarding any of these agenda items should be sent to the attention of the Executive Director at the California Commission on Teacher Credentialing, 1900 Capitol Avenue, Sacramento, CA 95814-4213.

► NOTE: All linked agenda items are in [PDF](#) Format...

Wednesday, October 2, 2002 - Commission Office

1. General Session

1:00 p.m.

The Commission will immediately convene into Closed Session

Closed Session (Chair Bersin and Vice Chair Madkins)

(The Commission will meet in Closed Session pursuant to California Government Code Section 11126 as well as California Education Code Sections 44245 and 44248)

2. Appeals and Waivers (Committee Chair Madkins)

- A&W-1 Approval of the September 2002 A&W Minutes
- A&W-2 Waivers: Consent Calendar
- A&W-3 Waivers: Conditions Calendar
- A&W-4 Waivers: Denial Calendar

Thursday, October 3, 2002 - Commission Office

1. General Session (Chair Bersin)

8:00 a.m.

- GS-1 Roll Call
- GS-2 Pledge of Allegiance
- GS-3 Approval of the September 2002 Minutes
- GS-4 Approval of the October 2002 Agenda
- GS-5 Approval of the October 2002 Consent Calendar
- GS-6 Annual Calendar of Events - for Information
- GS-7 Chair's Report
- GS-8 Executive Director's Report
- GS-9 Report on Monthly State Board Meeting

2. Public Hearing

10:00 a.m.

- [PUB-1](#) Proposed Amendments to California Code of Regulations, Title 5 Section 80043 Pertaining to the Eminence Credential Application Appeal and Denial Process
- [PUB-2](#) Proposed Amendments to California Code of Regulations, Title 5 Sections 80054.5 Pertaining to the Administrative Services Credential Authorization and 80020.4.1 Pertaining to the Services a Teacher May Provide

3. Presentation

11:00 a.m.

Stephen Blake, Chief Consultant, Joint Committee to Develop a Master Plan for Education

4. Credentialing and Certificated Assignments Committee of the Whole (Committee Chair Fortune)

- [C&CA-1](#) Proposed Addition to California Code of Regulations, Title 5 Section 80020.1 Pertaining to Additional Assignment Authorizations for Specific Special Education Credentials
- [C&CA-2](#) An Application for an Eminence Credential in Music-Strings by Orinda Union School District on Behalf of Greg Mazmanian
- [C&CA-3](#) Preliminary Report on Teacher Retention in California

5. Legislative Committee of the Whole (Committee Chair Madkins)

LEG-1 Status of Legislation of Interest to the Commission
-- **updated Oct 1, 2002**

6. Fiscal Policy and Planning Committee of the Whole (Committee Chair Boquiren)

FPPC-1 Update on the Governor's Budget for Fiscal Year 2002-03

7. Preparation Standards Committee of the Whole (Committee Chair Katzman)

- PREP-1** Approval of Subject Matter Preparation Programs and Designated Subjects Programs Submitted by Colleges and Universities and Local Education Agencies
- PREP-2** Proposal to Consider Title 5 Regulations for Single Subject Teaching Credentials in Science (Specialized) and in Foundational-Level Mathematics
- PREP-3** Draft Report to the Legislature on the Progress of the California School Paraprofessional Teacher Training Program
- PREP-4** Final Report on the Accreditation Pilot Project Pursuant to Assembly Bill 2730 (Mazzoni)

8. Reconvene General Session (Vice Chair Madkins)

- GS-10** Report of Appeals and Waivers Committee
- GS-11** Report of Closed Session Items
- GS-12** Commission Member Reports
- GS-13** Audience Presentations
- GS-14** Old Business
 - Quarterly Agenda for Information
 - October, November and December 2002
- GS-15** New Business
- GS-16** Adjournment

All Times Are Approximate and Are Provided for Convenience Only
Except Time Specific Items Identified Herein (i.e. Public Hearing)

The Order of Business May be Changed Without Notice

Persons wishing to address the California Commission on Teacher Credentialing on a subject to be considered at this meeting are asked to complete a Request Card and give it to the Recording Secretary prior to the discussion of the item.

Reasonable Accommodation for Any Individual with a Disability

Any individual with a disability who requires reasonable accommodation to attend or participate in a meeting or function of the California Commission on Teacher Credentialing may request assistance by contacting the California Commission on Teacher Credentialing at 1900 Capitol Avenue, California, CA 95814; telephone, (916) 445-0184.

NEXT MEETING:

November 6-7, 2002
California Commission on Teacher Credentialing
1900 Capitol Avenue, Sacramento, CA 95814

For More Information:

Website address:

www.ctc.ca.gov

916 445-0184

For Credentialing Information:

888 921-2682

916 445-7254

***California
Commission on Teacher Credentialing***

*Meeting of
October 2-3, 2002*

AGENDA ITEM NUMBER: PUB - 1

COMMITTEE: Public Hearing

**TITLE: Proposed Amendments to California Code of Regulations, Title 5
Section 80043 Pertaining to the Eminence Credential Application
Appeal and Denial Process**

X	Action
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Information

Strategic Plan Goal(s):

Promote educational excellence through the preparation and certification of professional educators

**Prepared and
Presented By:**

Date: 9/25/02

**Nancy Cajucom Troyer, Program Analyst
Certification, Assignment
and Waivers Division**

Approved By: _____

Date: 9/25/02

**Dale Janssen, Director
Certification, Assignment
and Waivers Division**

Authorized By:

Date: 9/25/02

Sam W. Swofford, Ed.D.
Executive Director

PUBLIC HEARING #1
October 3, 2002

**Proposed Amendments to Title 5 Section 80043, California Code of Regulations,
Pertaining to the Eminence Credential Application Appeal and Denial Process**

Introduction

The proposed amendment to Section 80043 pertaining to the Eminence Credential Application Appeal and Denial Process are being presented for public hearing. Included in this item is the background of the proposed regulations, a brief discussion of the proposed changes and the financial impact. Also included are responses to the notification of the public hearing and a copy of that notification distributed in coded correspondence 02-0017 dated August 7, 2002.

Background of the Proposed Regulations

Under the current process, an employing school district may appeal staff's denial of an eminence credential solely upon request and not based on the merits of the denial. The proposed language requires that school districts requesting reconsideration of a staff denial of an eminence application present new evidentiary material relevant to the reason(s) for denial that was not available at the time the application was initially submitted to the Commission. If upon evaluation of this additional material, staff finds no new evidence to support the applicant's eminence, staff will place the district eminence application on a Commission consent calendar with a recommendation for final denial. Moreover, the proposed regulation aligns this process with similar Commission processes for the appeal, denial, and reconsideration of credential applications bringing continuity among the regulations.

Proposed Changes

Section 80043(c)(2)(A) - Staff is proposing that additional, relevant supporting information be submitted by a school district when requesting reconsideration of a staff denial.

Section 80043(c)(2)(B) - Staff is proposing that staff be allowed to forward previously denied eminence applications to the Commission that after new material is submitted, appear to meet the Commissions definition of eminence.

Section 80043(c)(2)(C) - Staff is proposing the addition of a Commission consent calendar process for final denial of a school districts eminence application.

Disclosures Regarding the Proposed Actions

The Commission has made the following initial determinations:

Mandated costs to local agencies or school districts: None

Other non-discretionary costs or savings imposed upon local agencies: None

Cost or savings to any state agency: None

Cost or savings in federal funding to the state: None

Significant effect on housing costs: None

Significant statewide adverse economic impact directly affecting business including the ability of California businesses to compete with businesses in other states: None

These proposed regulations will not impose a mandate on local agencies or school districts that must be reimbursed in accordance with Part 7 (commencing with Section 17500) of the Government Code.

Cost impacts on a representative private person or business: The Commission is not aware of any cost impacts that a representative private person or business would necessarily incur in reasonable compliance with the proposed action.

Assessment regarding the creation or elimination of jobs in California (Govt. Code §11346.3(b)): The Commission has made an assessment that the proposed amendment to the regulation(s) would not (1) create nor eliminate jobs within California, (2) create new business or eliminate existing businesses within California, and (3) affect the expansion of businesses currently doing business within California.

Effect on small businesses: The Commission has determined that the proposed amendment to the regulations does not affect small business. The regulations are not mandatory but an option that affects public school districts and county offices of education.

Notice of Proposed Rulemaking Mailing List and Responses

Mailing List

Members on the California Commission on Teacher Credentialing
California County Superintendents of Schools
Credential Analysts at the California County Superintendent of Schools' Offices
Superintendents of California School Districts
Deans of Education at the California Institution of Higher Education with
Commission-Approved Programs
Credential Analysts at the California Institutions of Higher Education with
Commission-Approved Programs
Presidents of Select Professional Educational Associations.
This was also placed on the Internet at "<http://www.ctc.ca.gov>".

As of Tuesday, September 17, 2002, the Commission had received the following responses to the public announcement:

In Support
0 organizational opinions
1 personal opinions

In Opposition
0 organizational opinion
0 personal opinions

Total Responses: 1

Responses Representing Personal Opinions in Support

- Michael J. Dutra, Principal, Children's Home of Stockton

Staff Recommendation

Staff recommends that the Commission adopt the proposed amendments to Title 5, Section 80043, California Code of Regulations, Pertaining to the Eminence Credential Application Appeal and Denial Process.

Title 5 Section 80043. Statement of Employment and Verification of Qualifications.

- (a) When considering an application for an Eminence Credential, the Commission shall be guided by the following definition of an eminent individual: The eminent individual is recognized as such beyond the boundaries of his or her community, has demonstrably advanced his or her field and has been acknowledged by his or her peers beyond the norm for others in the specific endeavor. The employing school district shall demonstrate how the eminent individual will enrich the educational quality of the school district and not how he or she will fill an employment need.
- (b) Pursuant to Section 44262 of the Education Code, issuance of an Eminence Credential shall be based upon a recommendation from the governing board of the school district, a statement of employment, submission of the fee(s) established in Section 80487 and a verification of the applicant's eminence qualifications.
 - (1) The Statement of Employment in the district shall include the proposed assignment of the credential applicant, and a certification of the intention of the district to employ the applicant if granted an Eminence Credential.
 - (2) The verification of eminence qualifications of an applicant for an Eminence Credential shall include:
 - (A) Recommendations, which may be from, but need not be limited to, the following: professional associations; former employers; professional colleagues; any other individuals or groups whose evaluations would support eminence; and
 - (B) Documentation of achievement, which may include, but need not be limited to, the following: advanced degrees earned; distinguished employment; evidence of related study or experience; publications; professional achievement; and recognition attained for contributions to his or her field of endeavor.
 - (3) The Commission shall provide notice to the public of those individuals for whom it is considering issuing Eminence Credentials. Any association, group, or individual may provide the Commission with a written statement regarding the qualifications of an individual under consideration for an Eminence Credential.
- (c) The Commission may assign certification staff the authority to review eminence applications to determine if an individual meets the definition of eminence pursuant to Section 44262 of the Education Code and (a) above.
 - (1) If staff concludes an applicant meets the definition, staff shall forward the application to the Commission for review and action at the next available meeting.
 - (2) If staff concludes an applicant does not meet the definition, staff shall deny the application.
 - (A) If the staff denies an application for eminence, the employing school district requesting the Eminence Credential ~~may request the Commission to a review the staff decision.~~ may request that staff reconsider its determination upon submission of new evidentiary material relevant to the reason(s) for denial, that were not available at the time the application was initially submitted to the Commission.
 - (B) ~~If the Commission takes action to hear the school district's application, it will be scheduled for a subsequent meeting when the Commission votes to grant or~~

~~deny the Eminence Credential.~~ If staff determines that, based on the new supporting information, the applicant now meets the definition of eminence, staff shall forward the application to the Commission for review and action at the next available Commission meeting.

(C) If upon review of the new supporting information, staff determines that there is no new evidence that provides additional support of the applicant's eminence, the district's eminence application will be placed on the Commission's consent calendar with a staff recommendation for denial.

NOTE: Authority Cited: Section 44225, Education Code. Reference: Section 44262, Education Code.

CALIFORNIA COMMISSION ON TEACHER CREDENTIALING

1900 Capitol Avenue
Sacramento, California 95814
(916) 445-0184

**OFFICE OF THE EXECUTIVE DIRECTOR**

02-0017

Date: August 7, 2002

To: All Individuals and Groups Interested in the Activities of the California
Commission on Teacher Credentialing

From: Sam W. Swofford, Ed.D., Executive Director

Subject: Proposed Amendment to Section 80043 of Title 5, California Code of
Regulations, Pertaining to the Eminence Credential Application Appeal and
Denial Process

Notice of Public Hearing is Hereby Given

In accordance with Commission policy, the following Title 5 Regulation is being distributed prior to the public hearing. A copy of the proposed regulation is attached. The added text is underlined, while the deleted is ~~lined through~~.

October 3, 2002

10:00 am

California Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, CA 95814

Oral comments on the proposed action will be taken at a public hearing. We would appreciate 14 days advance notice in order to schedule sufficient time on the agenda for all speakers. Please contact Nancy Cajucom Troyer at (916) 445-6816 regarding this. Any person wishing to submit written comments at the public hearing may do so. It is requested, but not required, that persons submitting such comments provide fifty copies to be distributed to the Commissioners and interested members of the public. All written statements submitted at the hearing will be given full consideration regardless of the number of copies submitted.

Written Comment Period

Any interested person, or his or her authorized representative, may submit written comments by fax, through the mail, or by e-mail on the proposed action. The written

comment period closes at 5:00 p.m. on October 2, 2002. Comments must be received by that time or may be submitted at the public hearing. You may fax your response to (916) 327-3166; write to the California Commission on Teacher Credentialing, attention Nancy Cajucom Troyer, 1900 Capitol Avenue, Sacramento, CA 95814-4213; or submit an e-mail at ncajucom@ctc.ca.gov.

Any written comments received 14 days prior to the public hearing will be reproduced by the Commission's staff for each Commissioner as a courtesy to the person submitting the comments and will be included in the written agenda prepared for and presented to the full Commission at the hearing.

Authority and Reference

Education Code Section 44225 authorizes the Commission to adopt the proposed action, which will implement, interpret or make specific Section 44262.

Informative Digest/Policy Statement Overview

Summary of Existing Laws and Regulations

Education Code Section 44225 provides that the Commission may promulgate rules and regulations. Education Code Section 44262 provides that the Commission may issue an eminence credential to any person who has achieved eminence in a field of endeavor taught or service practiced in the public schools of California.

80043(c)(2)(A) - The amendment adds language to require additional, relevant supporting information be submitted by a school district when requesting reconsideration of a staff denial.

80043(c)(2)(B) - The amendment adds language allowing staff to forward previously denied eminence applications to the Commission that now appear to meet the Commission's definition of eminence.

80043(c)(2)(C) - The amendment adds language that provides a Commission consent calendar process for final denial of a school district's eminence application.

Under the current process, an employing school district may appeal staff's denial of an eminence credential solely upon request and not based on the merits of the denial. The proposed language requires that school districts requesting reconsideration of a staff denial of an eminence application present new evidentiary material relevant to the reason(s) for denial that was not available at the time the application was initially submitted to the Commission. If upon evaluation of this additional material, staff finds no new evidence to support the applicant's eminence, staff will place the district's eminence application on a Commission consent calendar with a recommendation for final denial.

Documents Incorporated by Reference: None

Documents Relied Upon in Preparing Regulations: None

Disclosures Regarding the Proposed Actions

The Commission has made the following initial determinations:

Mandate to local agencies or school districts: None

Other non-discretionary costs or savings imposed upon local agencies: None

Cost or savings to any state agency: None

Cost or savings in federal funding to the state: None

Significant effect on housing costs: None

Significant statewide adverse economic impact directly affecting business including the ability of California businesses to compete with businesses in other states: None

These proposed regulations will not impose a mandate on local agencies or school districts that must be reimbursed in accordance with Part 7 (commencing with Section 17500) of the Government Code.

Cost impacts on a representative private person or business: The Commission is not aware of any cost impacts that a representative private person or business would necessarily incur in reasonable compliance with the proposed action.

Assessment regarding the creation or elimination of jobs in California (Govt. Code §11346.3(b)): The Commission has made an assessment that the proposed amendment to the regulation(s) would not (1) create nor eliminate jobs within California, (2) create new business or eliminate existing businesses within California, and (3) affect the expansion of businesses currently doing business within California.

Effect on small businesses: The Commission has determined that the proposed amendment to the regulations does not effect small businesses. The regulations are not mandatory but an option that effects public school districts and county offices of education.

Consideration of Alternatives

The Commission must determine that no reasonable alternative it considered or that has otherwise been identified and brought to the attention of the Commission would be more effective in carrying out the purpose for which the actions are proposed or would be as effective and less burdensome to affected private persons or small businesses than the

proposed action. Interested individuals may present statements or arguments with respect to alternatives to the proposed regulations at the scheduled hearing or during the written comment period.

Contact Person/Further Information

General or substantive inquiries concerning the proposed action may be directed to Nancy Cajucom Troyer by telephone at (916) 445-6816 or in writing at California Commission on Teacher Credentialing, 1900 Capitol Ave., Sacramento, CA 95814. General question inquiries may also be directed to Rhonda Stearns at (916) 323-7140 or at the address mentioned in the previous sentence. Upon request, a copy of the express terms of the proposed action and a copy of the initial statement of reasons will be made available. This information is also available on the Commission's web-site at www.ctc.ca.gov. In addition, all the information on which this proposal is based is available for inspection and copying.

Availability of Statement of Reasons and Text of Proposed Regulations

The entire rulemaking file is available for inspection and copying throughout the rulemaking process at the Commission office at the above address. As of the date this notice is published in the Notice Register, the rulemaking file consists of this notice, the proposed text of regulations, and the initial statement of reasons.

Modification of Proposed Action(s)

If the Commission proposes to modify the actions hereby proposed, the modifications (other than non-substantial or solely grammatical modifications) will be made available for public comment for at least 15 days before they are adopted.

Availability of Final Statement of Reasons

The Final Statement of Reasons is submitted to the Office of Administrative Law as part of the final rulemaking package, after the public hearing. When it is available, it will be placed on the Commission's web site at www.ctc.ca.gov or you may obtain a copy by contacting Nancy Cajucom Troyer at (916) 445-6816.

Availability of Documents on the Internet

Copies of the Notice of Proposed Action, the Initial Statement of Reasons and the text of the regulations in underline and strikeout can be accessed through the Commission's web site at www.ctc.ca.gov.

PUBLIC HEARING #2

October 3, 2002

Proposed Amendments to California Code of Regulations, Title 5 Section 80054.5 Pertaining to the Administrative Services Credential Authorization and Section 80020.4.1 Pertaining To Services A Teacher May Provide

Introduction

The proposed amendments to California Code of Regulations, Title 5 Section 80054.5 Pertaining to the Administrative Services Credential Authorization and Section 80020.4.1 Pertaining to Services A Teacher May Provide are being presented for public hearing. Included in this item are the background of the proposed regulations, a brief discussion of the proposed changes, and the financial impact. Also included are the responses to the notification of the public hearing and a copy of the notification distributed in Coded Correspondence 02-0016 dated August 7, 2002.

Background of the Proposed Regulations

The existing Title 5 Regulations for the authorization of the Administrative Services Credential may be used for assignments at the school site, district or county level. Education Code §44065 lists thirteen areas of responsibility and allows the Commission to determine which credentials authorize the service for these areas of responsibility, administrative or non-administrative. Some of the duties listed in the section such as evaluating the work of instructors and the instructional program for pupils are clearly administrative while others such as the in-service training of teachers, principals, or other certificated staff is not exclusively an administrative duty.

Education Code §44860 states when a principal is required to hold an administrative credential at a school site. Additional sections of the Education Code require some individuals in district and county level positions to hold an Administrative Services Credential. The proposed changes to the Section 80054.5 focus on the need for an administrative credential for administrators providing site-based instructional leadership and school management at a school site. Allowing other certificated personnel to provide some of the services currently listed in Section 80054 would enable site administrators to focus on the role of instructional leadership and would provide more flexibility in staffing positions at the district or county level office.

Proposed Changes

Administrative Services Credential Authorization - 80054.5(a) - *authorization for the school site administrator holding an Administrative Services Credential* -the authority to establish requirements for credentials appears in subsection (d) of §44225. EC §44065(a) gives the Commission the authority to designate in regulations which of the subsections of EC §44065(a) consist of rendering service in directing, coordinating, supervising or administering. Based on this authority, the proposed change to subsection (a) focuses on the specific duties administrators provide at the site level while holding the Administrative Services Credential including

- (a)(1) *evaluating quality and effectiveness of instructional services* as found in EC §44065(a)(12) (the interpretation and evaluation of the school instructional program),
- (a)(2) *evaluation of certificated staff* as found in EC §44065(a)(1) (work of instructors and the instructional program for pupils); school site administrators may be evaluated by individuals at the district or county level office, and
- (a)(3) *student and employee discipline* as found in EC §44065(a)(8) (activities connected with the enforcement of the laws relating to compulsory education, coordination of child welfare activities involving the school and the home, and the school adjustment of pupils) pursuant to Charter 6 of Part 27 of Division 4 of Title 2 of the Education Code commencing with Section 48900.

80054.5(b) - revised to list the *duties an individual holding an Administrative Services Credential serving at the school site, district or county level may provide if the credential is required by the employer.*

80054.5(c) and (d) - changed only with the *lettering of the subsections.*

Services A Teacher May Provide - **80020.4.1 (a) through (e)** - removes the specific title of program coordinator and replaces it with wording to describe the types of duties (develop, direct, implement, or coordinate programs) an individual may provide at the school site.

Additional Change

Staff is proposing one typographical change to Section 80020.4.1. The word “may” which had previously been in the regulation was inadvertently omitted from subsection (c).

- (c) The holder of a California designated subjects vocational teaching credential may ~~serve as staff development or curricular development program coordinator~~ develop, direct, implement, or coordinate programs designed to improve instruction and enhance student learning for vocational teaching subject areas.

Financial Impact

California Commission on Teacher Credentialing: None

California Colleges and Universities: None

Private Persons: None

Mandated Costs: None

Notice of Proposed Rulemaking Mailing List and Responses

Mailing List

- Members of the California Commission on Teacher Credentialing

- California County Superintendents of Schools
- Credential Analysts at the California County Superintendents of Schools Offices
- Superintendents of Selected California School Districts
- Deans and Directors at the California Institutions of Higher Education with Commission-accredited programs
- Credential Analysts at the California Institutions of Higher Education with Commission-accredited programs
- Presidents of Selected Professional Educational Associations

Also placed on the Internet at <http://www.ctc.ca.gov>.

As of Tuesday, September 17, the Commission had received the following 3 written responses to the public announcement:

<i>In Support</i>	<i>In Opposition</i>
1 organizational opinions	0 organizational opinion
2 personal opinions	0 personal opinion

Total Responses: 3

Responses Representing Organizations in Support

1. Richard J. Malfatti, Superintendent, Somis Union School District

Responses Representing Individuals in Support

1. Michael J. Dutra, Principal, Children's Home of Stockton
2. Bobby D. Mullins, Jr., Superintendent/Principal, Alvina Elementary Charter School

Staff Recommendation

Staff recommends that the Commission adopt the proposed amendments to California Code of Regulations, Title 5 Section 80054.5 Pertaining to the Administrative Services Credential Authorization and Section 80020.4.1 Pertaining to Services a Teacher May Provide.

Title 5 §80054.5. Services Credential with a Specialization in Administrative Services; Authorization.

~~(a)~~ An individual must hold a Services Credential with a Specialization in Administrative Services to provide the services described below in grades twelve and below, including preschool, and in classes organized primarily for adults:

- (1) evaluating quality and effectiveness of instructional services at the school site level,
- (2) evaluation of certificated personnel employed at the school site level, with the exception of the site administrator, and
- (3) student and employee discipline services of certificated personnel at the school site level as found in subsections (b)(3) and (4) of this section.

~~(a)~~ (b) The holder of a A Services Credential with a Specialization in Administrative Services authorizes the holder to may provide the services described below in grades twelve and below, including preschool, and in classes organized primarily for adults.

- (1) Development, coordination, and assessment of instructional programs;
- (2) Evaluation of certificated and classified personnel;
- (3) Student discipline, including but not limited to suspension and expulsion, pursuant to Article 1 of Chapter 6 of Part 27 of Division 4 of Title 2 of the Education Code commencing with Section 48900;
- (4) Certificated and classified employee discipline, including but not limited to suspension, dismissal, and reinstatement, pursuant to Chapters 4 and 5 of Part 25 of Division 3 of the Education Code commencing with Section 44800;
- (5) Supervision of certificated and classified personnel;
- (6) Management of school site, district or county level fiscal services;
- (7) Recruitment, employment, and assignment of certificated and classified personnel; and
- (8) Development, coordination, and supervision of student support services including but not limited to extracurricular activities, pupil personnel services, health services, library services, and technology support services.

~~(b)~~ (c) Nothing in these regulations is intended to impinge upon the authority of the local governing board to authorize classified personnel to supervise other classified employees.

~~(c)~~ (d) Nothing in these regulations is intended to limit the employment and assignment authority of local governing boards under Education Code Sections 44270.2, 44065(d), 44069(c), 44834, or any other provision that may provide local discretion in the assignment of personnel.

Note: Authority cited: Section 44225, Education Code. Reference: Section 44065, 44069, 44270.2, 48900, and 44834, Education Code.

Title 5 Section 80020.4.1. Services a Teacher Serving as Program Coordinator May Provide.

- (a) The holder of a California teaching credential based on a baccalaureate degree and a teacher preparation program, including student teaching or the equivalent may ~~serve as staff development or curricular development program coordinator~~ develop, direct, implement, or coordinate programs designed to improve instruction and enhance student learning at the school site, ~~school district, or county level~~ in grades twelve and below, including preschool, and in classes organized primarily for adults.
- (b) The holder of a California designated subjects adult teaching credential may ~~serve as staff development or curricular development program coordinator~~ develop, direct, implement, or coordinate programs designed to improve instruction and enhance student learning for adult teaching subject areas.
- (c) The holder of a California designated subjects vocational teaching credential ~~may serve as staff development or curricular development program coordinator~~ develop, direct, implement, or coordinate programs designed to improve instruction and enhance student learning for vocational teaching subject areas.
- (d) Irrespective of the provisions set out in this section, only individuals who hold either the Reading and Language Arts Specialist Credential or Administrative Services Credential may develop, direct, implement, and coordinate school district or county reading programs. Effective July 1, 2004, school site reading programs may only be developed, directed, implemented, or coordinated by individuals who hold the Reading and Language Arts Specialist Credential, Restricted Reading Specialist Credential, Reading Certificate, or Administrative Services Credential.
- (e) An individual who has ~~served as a reading coordinator~~ developed, directed, implemented, or coordinated reading programs for a minimum of three years prior to July 1, 2004, on the basis of a California teaching credential based on a baccalaureate degree and a teacher preparation program, including student teaching or the equivalent, shall be authorized to continue in such assignment. Verification of this teaching experience must be kept on file in the office of the employing agency for purposes of the monitoring of certificated assignments pursuant to Education Code Section 44258.9(b).

Note: Authority cited: Section 44225(q), Education Code. Reference: Sections 44225(d) and 44258.9(b), Education Code.

CALIFORNIA COMMISSION ON TEACHER CREDENTIALING

1900 Capitol Avenue
Sacramento, California 95814
(916) 445-0184



OFFICE OF THE EXECUTIVE DIRECTOR

August 7, 2002

02-0016

To: All Individuals and Groups Interested in the Activities of the California Commission on Teacher Credentialing

From: Sam W. Swofford, Ed.D., Executive Director

Subject: Proposed Amendments to Sections 80054.5 and 80020.4.1 of Title 5, California Code of Regulations, Concerning the Administrative Services Credential Authorization and Services A Teacher May Provide

Notice of Public Hearing is Hereby Given

In accordance with Commission policy, the following Title 5 Regulation is being distributed prior to the public hearing. A copy of the proposed regulations is attached. The added text is underlined, while the deleted is ~~lined through~~.

A public hearing on the proposed actions will be held:

October 3, 2002

10:00 a.m.

California Commission on Teacher Credentialing

1900 Capitol Avenue

Sacramento, California 95814

Oral comments on the proposed action will be taken at a public hearing. We would appreciate 14 days advance notice in order to schedule sufficient time on the agenda for all speakers. Please contact Terri H. Feserman at 916-323-5777 regarding this. Any person wishing to submit written comments at the public hearing may do so. It is requested, but not required, that persons submitting such comments provide fifty copies to be distributed to the commissioners and interested members of the public. All written statements submitted at the hearing will, however, be given full consideration regardless of the number of copies submitted.

Written Comment Period

Any interested person, or his or her authorized representative, may submit written comments by fax, through the mail, or by e-mail on the proposed action. The written comment period closes at 5:00 p.m. on October 2, 2002. Comments must be received by that time or may be submitted at the public hearing. You may fax your response to (916) 322-0048; write to the California Commission on Teacher Credentialing, attn. Terri H. Feserman, 1900 Capitol Avenue, Sacramento, California 95814-4213; or submit an email at tfeserman@ctc.ca.gov.

Any written comments received 14 days prior to the public hearing will be reproduced by the Commission's staff for each Commissioner as a courtesy to the person submitting the comments and will be included in the written agenda prepared for and presented to the full Commission at the hearing.

Authority and Reference

Education Code §44225 authorizes the Commission to adopt the proposed action, which will implement, interpret or make specific Section 44065 of the Education Code and govern the procedures of the Commission.

Informative Digest/Policy Statement Overview

Summary of Existing Laws and Regulations

Education Code §44225 provides that the Commission may promulgate rules and regulations. Section 44065 list the authorization for the Administrative Services Credential.

80054.5(a) - *authorization for the school site administrator holding an Administrative Services Credential* -the authority to establish requirements for credentials appears in subsection (d) of §44225. EC §44065(a) gives the Commission the authority to designate in regulations which of the subsections of EC §44065(a) consist of rendering service in directing, coordinating, supervising or administering. Based on this authority, the proposed change to subsection (a) focuses on the specific duties administrators provide at the site level while holding the Administrative Services Credential including:

- (a)(1) *evaluating quality and effectiveness of instructional services* as found in EC §44065(a)(12) (the interpretation and evaluation of the school instructional program),
- (a)(2) *evaluation of certificated staff* as found in EC §44065(a)(1) (work of instructors and the instructional program for pupils); school site administrators may be evaluated by individuals at the district or county level office, and
- (a)(3) *student and employee discipline* as found in EC §44065(a)(8) (activities connected with the enforcement of the laws relating to compulsory education, coordination of child welfare activities involving the school and the home, and the school adjustment of pupils) pursuant to Charter 6 of Part 27 of Division 4 of Title 2 of the Education Code commencing with Section 48900.

80054.5(b) - revised to list the *duties an individual holding an Administrative Services Credential serving at the school site, district or county level may provide if the credential is required by the employer.*

80054.5(c) and (d) - changed only with the *lettering of the subsections.*

The existing Title 5 Regulations for the authorization of the Administrative Services Credential may be used for assignments at the school site, district or county level. Education Code §44065 lists thirteen areas of responsibility and allows the Commission to determine which credentials authorize the service for these areas of responsibility, administrative or non-administrative. Some of the duties listed in the section such as evaluating the work of instructors and the instructional program for pupils are clearly administrative while others such as the in-service training of teachers, principals, or other certificated staff is not exclusively an administrative duty.

Education Code §44860 states when a principal is required to hold an administrative credential at a school site. Additional sections of the Education Code require some individuals in district and county level positions to hold an Administrative Services Credential. The proposed changes to the Section 80054.5 focus on the need for an administrative credential for administrators providing site-based instructional leadership and school management at a school site. Allowing other certificated personnel to provide some of the services currently listed in Section 80054 would enable site administrators to focus on the role of instructional leadership and would provide more flexibility in staffing positions at the district or county level office.

80020.4.1 (a) through (e) - removes the specific title of program coordinator and replaces it with wording to describe the types of duties (develop, direct, implement, or coordinate programs) an individual may provide at the school site.

Amending Title 5 §80020.4.1 will clarify the types of services an individual holding a teaching credential based on a bachelor's degree and teacher preparation program including student teaching may provide in the area of program coordination at a school site. The proposed changes will clarify for the districts and counties the types of duties an individual may provide while holding a teaching credential in addition to serving in a classroom.

Documents Incorporated by Reference: None.

Documents Relied Upon in Preparing Regulations: None.

Disclosures Regarding the Proposed Actions

The Commission has made the following initial determinations:

Mandate costs to local agencies or school districts: These proposed regulations will not impose a mandate on local agencies or school districts that must be reimbursed in accordance with Part 7 (commencing with Section 17500) of the Government Code.

Other non-discretionary costs or savings imposed upon local agencies: None.

Cost or savings to any state agency: None.

Cost or savings in federal funding to the state: None.

Significant effect on housing costs: None.

Significant statewide adverse economic impact directly affecting businesses including the ability of California businesses to compete with businesses in other states: None.

Cost impacts on a representative private persons or business: The Commission is not aware of any cost impacts that a representative private person or business would necessarily incur in reasonable compliance with the proposed action.

Assessment regarding the creation or elimination of jobs in California [Govt. Code §11346.3(b)]: The Commission has made an assessment that the proposed amendments to the regulation would not (1) create nor eliminate jobs within California, (2) create new business or eliminate existing businesses within California, or (3) affect the expansion of businesses currently doing business within California.

Effect on small businesses: The Commission has determined that the proposed amendment to the regulations does not effect small businesses. The regulations are not mandatory but an option that effects school districts and county offices of education.

Consideration of Alternatives

The Commission must determine that no reasonable alternative it considered or that has otherwise been identified and brought to the attention of the Commission would be more effective in carrying out the purpose for which the action is proposed or would be as effective and less burdensome to affected private persons or small businesses than the proposed action. Interested individuals may present statements or arguments with respect to alternatives to the proposed regulations at the scheduled hearing or during the written comment period.

Contact Person/Further Information

General or substantive inquiries concerning the proposed action may be directed to Terri H. Fesperman by telephone at (916) 323-5777 or Terri H. Fesperman, California Commission on Teacher Credentialing, 1900 Capitol Ave, Sacramento, CA 95814. General question inquiries may also be directed to Rhonda Stearns at (916) 323-7140 or at the address mentioned in the previous sentence. Upon request, a copy of the express terms of the proposed action and a copy of the initial statement of reasons will be made available. This information is also available on the Commission's web site at www.ctc.ca.gov In addition, all the information on which this proposal is based is available for inspection and copying.

Availability of Statement of Reasons and Text of Proposed Regulations

The entire rulemaking file is available for inspection and copying throughout the rulemaking process at the Commission office at the above address. As of the date this

notice is published in the Notice of Register, the rulemaking file consists of this notice, the proposed text of regulations, and the initial statement of reasons.

Modification of Proposed Action

If the Commission proposes to modify the actions hereby proposed, the modifications (other than nonsubstantial or solely grammatical modifications) will be made available for public comment for at least 15 days before they are adopted.

Availability of Final Statement of Reasons

The Final Statement of Reasons is submitted to the Office of Administrative Law as part of the final rulemaking package, after the public hearing. When it is available, it will be placed on the Commission's web site at www.ct.ca.gov or you may obtain a copy by contacting Terri H. Feserman at (916) 323-5777.

Availability of Documents on the Internet

Copies of the Notice of Proposed Action, the Initial Statement of Reasons and the text of the regulations in underline and strikeout can be accessed through the Commission's web site at www.ct.ca.gov.

Proposed Addition to California Code of Regulations, Title 5 Section 80020.1, Pertaining to Additional Assignment Authorizations for Specific Special Education Credentials

September 17, 2002

Summary

This item proposes an addition to California Code of Regulations, Title 5 Section 80020.1, pertaining to additional assignment authorizations for specific special education credentials.

Fiscal Impact

There will be a minor cost to the agency related to disseminating the information to school districts and county offices of education and holding a public hearing. Such costs are contained within the budget of the Certification, Assignment and Waivers Division.

Policy Issues to be Resolved

Should the Commission permit additional assignment authorizations for specific special education credentials?

Recommendation

Staff recommends that the Commission approve the addition to California Code of Regulations, Title 5 Section 80020.1, pertaining to additional assignment authorizations for specific special education credentials for purposes of beginning the rulemaking files for submission to the Office of Administrative Law and scheduling a public hearing.

Background

In March 1993, the Commission approved a plan to study the alignment of pre-Ryan and Ryan credential authorizations. The plan developed by staff was an effort to respond to a recommendation by the Commission-approved Advisory Panel on Ways to Streamline the Credentialing System. The recommendation asked the Commission to align the more restrictive pre-Ryan credential authorizations with the Ryan Credentials and to require the teachers consent to serve in the assignment. In late 1993, Commission staff presented three proposals to the Commission to align pre-Ryan and Ryan Credential authorizations. With Commission approval, three sections were added to Title 5 Regulations in the areas of teaching, pupil personnel services, and administrative services.

One area of teaching authorizations that was overlooked in 1993 was special education. The Commission issued special education credentials under the General and Standard statutes that authorized service to special education students in grades K-12. The Ryan Specialist Instruction Credential, created in 1976, authorizes service in grades preschool, K-12, and adults. In 1997, the Commission adopted regulations to develop the Education Specialist Special Education Credential that authorizes service to mild/moderate and moderate/severe students in grades K-12 and for service in the low incidence areas such as deaf and hard of hearing, visual impairments, or physical impairments, ages birth to age 22.

At that time, the Early Childhood Special Education (ECSE) Specialist Credential and Certificate were also created which authorizes service to mild/moderate and moderate/severe students ages birth to pre-K. The *Certificate* program, which is approximately eighteen semester units, is specifically for holders of special education credentials that need the authorization to serve mild/moderate or moderate/severe students birth to pre-K. An

individual that is only teaching students ages birth to preschool in the area of mild/moderate or moderate/severe may obtain the ECSE *Credential*.

There was another area of teaching authorizations overlooked when the new Education Specialist Credential was created. While the ECSE Certificate authorizes services to students specifically in the disability areas of mild/moderate and moderate/severe, teachers with the Ryan Specialist Credentials in the low incidences areas of communication, physically, and visually handicapped do not have this option, as the Certificate does not authorize these disability areas. If holders of these credentials wanted to serve ages birth to pre-K, they need to obtain a new Education Specialist Credential in the disability area.

The General and Standard Credentials do not include service to students below grade K. The preschool population was not served in public schools until mandated by PL-94-142 in 1974. With the growing popularity of preschools and to meet the federal mandate, the preschool grade level was added to the Ryan Credentials when it was created in 1976. The birth to pre-K authorization was added in 1997 as noted above with the ECSE Education Specialist Credentials due to another federal mandate and to address the growing number of children in that age group who needed specific special education services.

Prior to the creation of the ECSE Special Education Credential, some individuals who hold the General and Standard Credentials were providing services to special education students ages birth to preschool within the disability area on their document. Since 1997, employing agencies have struggled whether to require individuals with these “older” types of credentials to acquire the ECSE Special Education Certificate to serve ages birth to preschool.

Proposed Addition of Title 5 Regulations

Since special education credentials were overlooked in 1993 when options were added for other types of teaching and services credentials, staff is proposing to align the special education pre-Ryan Credential with the Ryan Education Specialist Credentials and at the same time align the authorizations for the low incidence Ryan Specialist Credentials. This proposal would allow local employing agencies to authorize individuals to serve students ages birth to preschool within the special education credential disability area authorized by the credential. The individual must have three years of prior teaching experience at the age level and in the disability area authorized by the credential. Staff is also proposing a sunset date to allow employers to continue to assign teachers with the three years of special education experience but would not allow “new” individuals to qualify for this option.

This proposal would allow General and Standard Credential holders to serve mild/moderate and moderate/severe to students of preschool age and students in low incidence disability areas ages birth to preschool. In addition, it would allow holders of Ryan Specialist Credentials in the low incidence disability areas of communication, physically and visually handicapped to serve students ages birth to pre-K. Teachers who do not have the three years of appropriate experience must obtain the ECE Certificate for service to mild/moderate and moderate/severe students or the Education Specialist Credential for service to low incidence disability areas. The current and proposed changes are illustrated in the following chart.

Type of Credential	Current Special Education Authorization	Proposed Special Education Assignment Option
General	Grades K-12 for all special education areas (i.e., mentally retarded, deaf,	Preschool for mild/moderate and moderate/severe disability areas (i.e.,

	blind, visually handicapped and orthopedically handicapped)	mentally retarded) Ages birth to preschool for low incidence disability areas (i.e., deaf, blind, visually handicapped, and orthopedically handicapped)
Standard	Grades K-12 for all special education areas (i.e., mentally retarded, deaf, blind, visually handicapped and orthopedically handicapped)	Preschool for mild/moderate and moderate/severe disability areas (i.e., mentally retarded) Ages birth to preschool for low incidence disability areas (i.e., deaf, blind, visually handicapped, and orthopedically handicapped)
Ryan Specialist	Grades preschool, K-12 and adults for all special education areas (communication, learning, physically, severely, and visually handicapped)	Ages birth to preschool for low incidence disability areas (communication, physically, and visually handicapped)
Education Specialist	Grades K-12 and age birth to pre-K for mild/moderate and moderate/severe (includes the ECSE Credential/Certificate authorization) Ages birth to age 22 for low incidence disability areas (deaf and hard of hearing, visually impaired, and physically impaired)	No change

Title 5, Section 80020.1. Additional Assignment Authorizations for Specific Special Education Credentials

- (a) The holder of the following credentials may be assigned, with his or her consent, to teach preschool age students in the disability area(s) authorized by the credential. The holder must have successfully taught preschool age students for a minimum of three years credential prior to July 1, 2003 in the disability area(s) authorized by the credential:
- (1) Standard Elementary and Standard Secondary Teaching Credential with a minor in Mentally Retarded,
 - (2) Standard Limited Specialized Preparation Teaching Credential with a major in Mentally Retarded,
 - (3) Exceptional Children Teaching Credential with a major in Mentally Retarded,
 - (4) Standard Restricted Teaching Credential with a minor in Trainable Mentally Retarded or Educable Mentally Retarded, and
 - (5) Special Secondary Teaching Credential with a major in Mentally Retarded.
- (b) The holder of the following credentials may be assigned, with his or her consent, to teach students ages birth to preschool in the disability area(s) authorized by the credential. The

holder must have successfully taught students ages birth to preschool for a minimum of three years credential prior to July 1, 2003 in the disability area(s) authorized by the credential:

- (1) Standard Elementary and Standard Secondary Teaching Credential with a minor in Speech and Hearing Handicapped, Deaf and Severely Hard-of-Hearing, Visually Handicapped, or Orthopedically Handicapped Including the Cerebral Palsied,
 - (2) Standard Limited Specialized Preparation Teaching Credential with a major in Speech and Hearing Handicapped, Deaf and Severely Hard-of-Hearing, Visually Handicapped, or Orthopedically Handicapped Including the Cerebral Palsied,
 - (3) Exceptional Children Teaching Credential with a major in Speech Correction and Lip Reading, Deaf or Hard-of-Hearing, Visually Handicapped, or Orthopedically Handicapped Including the Cerebral Palsied,
 - (4) Standard Restricted Teaching Credential with a minor in Speech and Hearing Therapy, Deaf and Severely Hard-of-Hearing, Visually Handicapped, Orthopedically Handicapped Including the Cerebral Palsied, Deaf-Blind, or Severely Hard-of-Hearing, and
 - (5) Special Secondary Teaching Credential with a major in Correction of Speech Defects, Deaf, Lip Reading, or Partially Sighted Child, and Blind.
- (c) The holder of the following credentials may be assigned, with his or her consent, to teach students ages birth to preschool in the disability area(s) authorized by the credential. The holder must have successfully taught students ages birth to pre-kindergarten for a minimum of three years credential prior to July 1, 2003 in the disability area(s) authorized by the credential:
- (1) Specialist Instruction Teaching Credential with a major in Communication Handicapped, Physically Handicapped or Visually Handicapped.

Note: Authority cited: Section 44225(q), Education Code. Reference: Sections 44225(b) and 44225(e), Education Code.

EMINENCE

The laws and regulations which concern Eminence Credentials are quoted below.

Education Code Section 44262 gives the broad authorizations and term of the Eminence Credential:

§ 44262. Eminence credential

Upon the recommendation of the governing board of a school district, the commission may issue an eminence credential to any person who has achieved eminence in a field of endeavor taught or service practiced in the public schools of California. This credential shall authorize teaching or the performance of services in the public schools in the subject or subject area or service and at the level or levels approved by the commission as designated on the credential.

Each credential so issued shall be issued initially for a two-year period and may be renewed a three-year period by the commission upon the request of the governing board of the school district. Upon completion of the three-year renewal period, the holder of an eminence credential shall be eligible upon application for a professional clear teaching credential.

(Stats.1976, c.1010, § 2, operative April 30, 1977. Amended by Stats.1996, c.1067 (S.B.1924), § 7.)

§ 80043. Statement of Employment and Verification of Qualifications.

- (a) When considering an application for an Eminence Credential, the Commission shall be guided by the following definition of an eminent individual: The eminent individual is recognized as such beyond the boundaries of his or her community, has demonstrably advanced his or her field and has been acknowledged by his or her peers beyond the norm for others in the specific endeavor. The employing school district shall demonstrate how the eminent individual will enrich the educational quality of the school district and not how he or she will fill an employment need.
- (b) Pursuant to Section 44262 of the Education Code, issuance of an Eminence Credential shall be based upon a recommendation from the governing board of the school district, a statement of employment, submission of the fee(s) established in Section 80487 and a verification of the applicant's eminence qualifications.
 - (1) The Statement of Employment in the district shall include the proposed assignment of the credential applicant, and a certification of the intention of the district to employ the applicant if granted an Eminence Credential.
 - (2) The verification of eminence qualifications of an applicant for an Eminence Credential shall include:
 - (A) Recommendations, which may be from, but need not be limited to, the following: professional associations; former employers; professional colleagues; any other individuals or groups whose evaluations would support eminence; and
 - (B) Documentation of achievement, which may include, but need not be limited to, the following: advanced degrees earned; distinguished employment; evidence of related study or experience; publications; professional achievement; and recognition attained for contributions to his or her field of endeavor.
 - (3) The Commission shall provide notice to the public of those individuals for whom it is considering issuing Eminence Credentials. Any association, group, or individual may provide the Commission with a written statement regarding the qualifications of an individual under consideration for an Eminence Credential.
- (c) The Commission may assign certification staff the authority to review eminence applications to determine if an individual meets the definition of eminence pursuant to Section 44262 of the Education Code and (a) above.
 - (1) If staff concludes an applicant meets the definition, staff shall forward the application to the Commission for review and action at the next available meeting.
 - (2) If staff concludes an applicant does not meet the definition, staff shall deny the application.
 - (A) If the staff denies an application for eminence, the employing school district requesting the Eminence Credential may request the Commission to a review the staff decision.
 - (B) If the Commission takes action to hear the school district's application, it will be scheduled for a subsequent meeting when the Commission votes to grant or deny the Eminence Credential.

NOTE: Authority Cited: Section 44225, Education Code. Reference: Section 44262, Education Code.

§ 80044. Scope of Eminence.

A person may obtain an Eminence Credential if the subject or service in which the work is determined to exhibit eminence is one which a school board wishes to have taught or practiced in its district. NOTE: Authority Cited: Section 44225, Education Code.

§ 80045. Renewal of Eminence Credential.

- (a) The Commission staff shall renew an Eminence Credential for three years upon receipt of an application for renewal with a written statement of support from the governing board of the school district adopted in a public meeting and submission of the fee(s) established in Section 80487.
- (b) The Commission staff shall issue a Professional Clear Eminence Teaching Credential at the end of five years of possession of the Eminence Credential with a written statement of support from the governing board of the school district adopted in a public meeting, submission of an application and the fee established in Section 80487.

NOTE: Authority cited: Section 44225, Education Code. Reference: Section 44262, Education Code.

**AN APPLICATION FOR AN EMINENCE CREDENTIAL IN MUSIC-STRINGS
SUBMITTED BY ORINDA UNION SCHOOL DISTRICT ON BEHALF OF GREG
MAZMANIAN**

September 17, 2002

Summary

The Governing Board of the Orinda Union School District, by resolution, adopted on June 10, 2002, in accordance with Education Code Section 44262 a recommendation to the Commission to issue of a credential based on Eminence to Greg Mazmanian in the subject of Music-Strings.

Commission Action

Pursuant to California Code of Regulations, Title 5, Section 80043 and Section 44262 of the Education Code, the Commission may grant or deny an Eminence Credential in Music for Greg Mazmanian.

Background

Education Code Section 44262 allows the Commission to issue an Eminence Credential to any person who has achieved eminence in a field of endeavor commonly taught or a service practiced in the public schools of California. California Code of Regulations, Title 5, Section 80043(a) defines an eminent individual as one who is recognized as such beyond the boundaries of his or her community, has demonstrably advanced his or her field, and has been acknowledged by his or her peers beyond the norm for others in the specific endeavor.

Below is an outline of the documentation submitted as evidence of Mr. Mazmanian's eminence in the field of Music, followed by a copy of the documentation:

- **The individual is recognized as eminent beyond the boundaries of his or her community:**

Letters

Laurence Rosenthal, Composer of over 100 film scores, including the Miracle Worker, Becket, Anastasia, and the Young Indiana Jones Series; winner of seven Emmy Awards for television scores; Recipient of the Film Music Society's Lifetime Achievement Award

James Stern, Associate Professor, Violin and Chamber Music, University of Maryland

Joseph Gold, Music Critic, Violinist, Author

Stevan Cavalier, Founder and Director, Sierra Chamber Society

Roy Malan, Concertmaster, San Francisco Ballet; First Violinist, Ives String Quarter; Violin Faculty, University of California, Santa Cruz

Roy Bogas, Laureate of the International Tchaikowsky Competition, Moscow; Pianist, San Francisco Ballet Orchestra; Professor of Music, Holy Names College, Oakland, California

Ruth Ann Schwan, President, Music Teachers' Association of California

Nathan Rubin, Concertmaster of the Oakland East/Bay Symphony and Professor of Music

Selected National and International Performances

International Festival Orchestra at Royal Albert Hall, London, England,
conducted by Leopold Stokowski

Julliard Orchestra at Carnegie Hall with Isacc Stern

Lincoln Center, Bruno Walter Auditorium, solo performance
 American Landmark Festivals at Federal Hall, Wall Street, New York City,
 Theodore Roosevelt Birthplace, New York City
 San Francisco Ballet Orchestra, Concertmaster (including soloist performance at
 the 1984 Los Angeles Olympics)
 San Francisco Symphony Orchestra, Pops Orchestra
 Vancouver Academy of Music Recital Hall, Vancouver, British Columbia
 Festival with Robert Shaw, Oakland Symphony Orchestra
 Civic Arts Chamber Society
 Young Performers String Orchestra, Assistant Conductor
 Contra Costa Youth Orchestra, Conductor
 Sierra Chamber Society
 San Francisco Contemporary Music players, San Francisco Museum of Modern
 Art

Adjudicating

Junior Bach Festival,	1992 and 2000
Music Teachers Association,	1996 VOCE State Finals
Sierra Chamber Society Young Artist Competition,	1994 and 1995
Pacific Musical Society Competition,	1994
California Music Teachers Association	1990 State Competition
Eastbay Foundation Music Festival	1989
Kensington Symphony Young Artist Competition	1985 and 1986
San Francisco Ballet Orchestra, String Audition	1985–1990

Selected Prizes and Awards

International Festival Competition, London, England	1973, Finalist
Allied Arts Competition, Los Angeles, California	1975, Winner
California Artists Competition, Carmel California	1984, Finalist
Gulbenkian Foundation Grant, Portugal,	1977-1978
Rotary International Young Artist Competition, Fresno, Ca.	1979, Finalist
California Music Educators Association Festival, Unanimous Superior,	2001
California Music Educators Association Festival, Unanimous Superior,	2002

• **Demonstrably advanced his or her field:**

Degrees

The Julliard School	Bachelor of Music Degree	1980
California State University, Hayward	Master of Arts in Music	1989

Credentials

California Community Colleges Instructor Credential (Music)	1989 for Life
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Letters

Laurence Rosenthal, Composer of over 100 film scores, including the Miracle Worker, Becket, Anastasia, and the Young Indiana Jones Series; winner of seven Emmy Awards for television scores; Recipient of the Film Music Society's Lifetime Achievement Award
 James Stern, Associate Professor, Violin and Chamber Music, University of Maryland
 Joseph Gold, Music Critic, Violinist, Author
 Stevan Cavalier, Founder and Director, Sierra Chamber Society
 Roy Malan, Concertmaster, San Francisco Ballet; First Violinist, Ives String Quarter; Violin Faculty, University of California, Santa Cruz

Roy Bogas, Laureate of the International Tchaikowsky Competition , Moscow;
Pianist, San Francisco Ballet Orchestra; Professor of Music, Holy Names
College, Oakland, California
Ruth Ann Schwan, President, Music Teachers' Association of California
Nathan Rubin, Concertmaster of the Oakland East/Bay Symphony and Professor
of Music

Recording Highlights

John Williams Conducts John Williams, *The Star Wars Trilogy*
Kitaro, *Kojiki*
Hubert Laws, *The San Francisco Concert*
Art Pepper, *Winter Moon*
Greg Mazmanian *Encore*
Greg Mazmanian *It's the Mazmanians*

Musical Compositions and Arrangements

<i>Dance of the Spirit</i>	for 2 violins, piano, percussion
<i>Gypsy Medley</i>	arrangement for 3 violins and piano
<i>Conga</i>	for orchestra
<i>Festival Dance</i>	for 3 violins and piano
<i>Shalakho (Armenian Folk Dance)</i>	for violin, piano, percussion
<i>Sepastia (Armenian Folk Dance)</i>	for violin, piano, percussion
<i>Dringi (Armenian Folk Dance)</i>	for violin, piano, percussion
<i>Anoush Medley</i>	arrangement for 2 violins, piano, percussion
<i>Four Armenian Folk Tunes</i>	arrangement for violin and piano

Professional Articles

"Shouldering Responsibility" The Strad (International Strings Journal),
London, England, October 1987

Professional Associations/Leadership in State or National Professional Organizations

Sierra Chamber Society	1990 to Present	Executive Director
Contra Costa Youth Orchestra	1993 to Present	Music Director
American Federation of Musicians, Musicians Union Local #6		
American String Teacher Association		
California Music Teachers Association		
Music Educators National Conference		
California Music Association/National Teachers Association		

Adjudicating

Junior Bach Festival	1992 and 2000
Music Teachers Association	1996 VOCE State Finals
Sierra Chamber Society Young Artist Competition,	1994 and 1995
Pacific Musical Society Competition	1994
California Music Teachers Association	1990 State Competition
Eastbay Foundation Music Festival	1989
Kensington Symphony Young Artist Competition	1985 and 1986
San Francisco Ballet Orchestra String Auditions	1985 – 1990

Awards

International Festival Competition, London, England	1973, Finalist
Allied Arts Competition, Los Angeles, California	1975, Winner
California Artists Competition, Carmel California	1984, Finalist
Gulbenkian Foundation Grant, Portugal,	1977-1978

Rotary International Young Artist Competition, Fresno, Ca. 1979, Finalist
California Music Educators Association Festival, Unanimous Superior, 2001
California Music Educators Association Festival, Unanimous Superior, 2002

- **Acknowledged by his or her peers beyond the norm for others in the specific endeavor:**
- **Letters from former employers, professional colleagues and other experts in the field, relating to the individual's recognized expertise or position of prominence in their field.**

Letters

Laurence Rosenthal, Composer of over 100 film scores, including the Miracle Worker, Becket, Anastasia, and the Young Indiana Jones Series; winner of seven Emmy Awards for television scores; Recipient of the Film Music Society's Lifetime Achievement Award

James Stern, Associate Professor, Violin and Chamber Music, University of Maryland

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Roy Malan, Concertmaster, San Francisco Ballet; First Violinist, Ives String Quarter; Violin Faculty, University of California, Santa Cruz

Roy Bogas, Laureate of the International Tchaikowsky Competition, Moscow; Pianist, San Francisco Ballet Orchestra; Professor of Music, Holy Names College, Oakland, California

Ruth Ann Schwan, President, Music Teachers' Association of California

Nathan Rubin, Concertmaster of the Oakland East/Bay Symphony and Professor of Music

- **Documents evidencing an extraordinary ability worthy of distinction, such as written advisory opinions from a peer group, national or international organization representing the field.**

Awards

International Festival Competition, London, England	1973, Finalist
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Allied Arts Competition, Los Angeles, California	1975, Winner
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California Artists Competition, Carmel California	1984, Finalist
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Gulbenkian Foundation Grant, Portugal,	1977-1978
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Rotary International Young Artist Competition, Fresno, Ca.	1979, Finalist
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California Music Educators Association Festival, Unanimous Superior, 2001

California Music Educators Association Festival, Unanimous Superior, 2002

Music Critic Reviews

San Francisco Chronicle

New York Reporter

Contra Costa Sun

Fresno Bee

Oakland Tribune

Spectrum

The Strad

- **Evidence of major, nationally or internationally recognized award.**

Awards

International Festival Competition, London, England	1973, Finalist
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Allied Arts Competition, Los Angeles, California	1975, Winner
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Gulbenkian Foundation Grant, Portugal	1977-1978
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Rotary International Young Artist Competition, Fresno, Ca.	1979, Finalist
California Artists Competition, Carmel California	1984, Finalist
California Music Educators Association Festival, Unanimous Superior	2001
California Music Educators Association Festival, Unanimous Superior	2002

- **Evidence of any extremely significant contribution made to their field.**

Professional Articles

"Shouldering Responsibility," The Strad (International Stings Journal), London, England, October 1987

Letters

Joseph Kun, Violin and Bow Maker

Administration

Sierra Chamber Music Society	1990 to Present, Executive Director
Contra Costa Youth Orchestras	1993 to Present, Music Director

Musical Compositions and Arrangements

<i>Dance of the Spirit</i>	for 2 violins, piano, percussion
<i>Gypsy Medley,</i>	arrangement for 3 violins and piano
<i>Conga,</i>	for orchestra
<i>Festival Dance,</i>	for 3 violins and piano
<i>Shalakho (Armenian Folk Dance)</i>	for violin, piano, percussion
<i>Sepastia (Armenian Folk Dance)</i>	for violin, piano, percussion
<i>Dringi (Armenian Folk Dance)</i>	for violin, piano, percussion
<i>Anoush Medley,</i>	arrangement for 2 violins, piano,
	percussion
<i>Four Armenian Folk Tunes,</i>	arrangement for violin and piano

- **Authorship of a new or unusually successful method of educating children or members of the public in the individual's field of endeavor.**

Selected Educational Performances

Children's Concerts, Yosemite Visions
 "Kids See A Violinist In Action", Orinda, California

Teaching Experience

"Introduction to Conducting"	Holy Names College, California
"Chamber Music Experience"	Diablo Valley College, California
Festival of the Performing Arts	Dixie College, Utah
String Classes/Ensemble Coach	
Master Class, Violin/Viola	Kansas State University, Kansas
Master Class, Violin/Viola	Redwood Christian Schools, California
American String Teachers	
Association Summer Institute	
Chamber Music Coach	Westmont College, California
Oakland Youth Orchestra/	
String Coach	Oakland California
Contra Costa Youth Orchestras	
Conductor	Danville, Orinda, California
Young Performers String Orchestra	
Conductor	Walnut Creek, California
Orinda Intermediate School Orchestra	
Conductor	Orinda, California

Performing Arts Camp	
Orchestra Conductor	Cazadero, California
Stanley Intermediate School	
String Class, Orchestra Coach	Lafayette, California
Del Oro Conservatory	
Violin/Viola Classes	California
Miramonte High School	
Guest Orchestra Coach	Orinda, California
Piedmont High School	
Guest Orchestra Coach	Piedmont, California
Young Audiences of San Francisco	San Francisco, California

- **Extraordinary commercial success in their field.**

Recording Highlights

John Williams	<i>The Star Wars Trilogy</i>
Kitaro	<i>Kojiki</i>
Hubert Laws	<i>The San Francisco Concert</i>
Art Pepper	<i>Winter Moon</i>
Greg Mazmanian	<i>Encore</i>
Greg Mazmanian	<i>It's the Mazmanians</i>

Motion picture and Television Highlights

Cop and A Half	Soundtrack, Universal Studios
Jennifer Eight	Soundtrack, Paramount
Murder in Mississippi	Soundtrack, Warner Brothers
King Of Love	Soundtrack and seen on Screen, ABC TV

Preliminary Report on Teacher Retention in California

September 17, 2002

Summary

As California strives to retain trained teachers, there has been no reliable data on teacher attrition to make public policy decisions. This preliminary report is the first statistical examination of teacher retention rates among new teachers in California. This report also compares those findings with national teacher retention data. Preliminary data show that California has significantly lower teacher attrition rates than the national average.

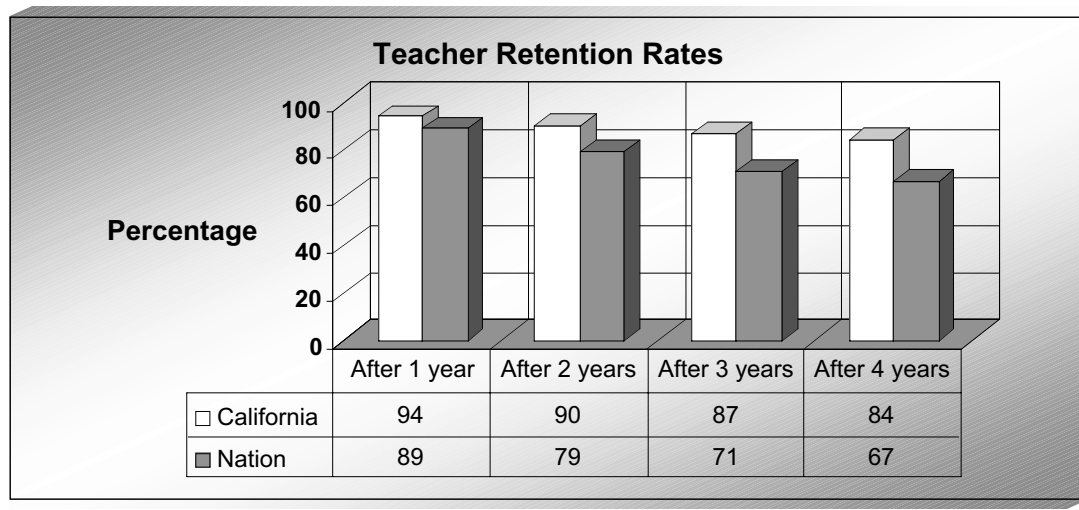
Fiscal Impact

This research was conducted at no extra cost to the Commission.

Background

The findings in this report are based on a comparison of data between the California Commission on Teacher Credentialing (CCTC) and the Employment Development Department (EDD), which matched teachers' credential information with wage employment data over a four-year period. An analysis of the data shows that California surpassed the national average in teacher retention (employed in public education) by 17%. Of the 14,643 individuals earning new California teaching credentials during 1995-96, over 13,000 became employed in the California public school system their first year. Of these first year teachers, 94% were still employed in public education after their first year on the job, compared to 89% nationally. The data showed that 84% of the 1995-96 new teachers were still active in education after four years, compared to 67% nationally.

The following chart shows California's teacher retention rates over the four-year period, as compared to nationally reported numbers¹.



Teachers who left public education often remained in the field in private schools. The second most popular industry for former public school teachers was the government,

federal, state or local. Business was the third industry that teachers left education in which to work. The chart below displays the top seven industries in which teachers were employed after leaving education during the four-year period studied.

Professions Where Teachers Were Employed After Four-Years in Public Education	%
Educational Services (Private Ownership)	27%
Federal, State or Local Government, Other than Elementary and Secondary Schools	12%
Business Services	10%
Social Services	8%
Membership Organizations	7%
Engineering, accounting, research and management services	4%
Health Services	2%

In order to meet the anticipated needs of the state, Governor Gray Davis and the Legislature have enacted several measures designed to retain teachers, such as teacher tax credits based on years of service, grants to teachers who earn National Board Certification and teacher bonuses to teachers in low-performing schools that significantly improved their schools' performance.

Reinforcing the findings above is a study the CSU initiated in 2001, the first system-wide Evaluation of Teacher Preparation Programs in order to assess the progress of the campuses commitment to prepare high quality teachers. The participants in the evaluation were graduates who completed CSU programs of professional teacher preparation during the 1999-2000 academic year. The evaluation included a series of questions regarding the quality and effectiveness of the graduate's preparation to teach in California, as well as questions about their employment status. A total of 3,107 members of this cohort were randomly selected to participate in the evaluation. With a 50% return rate, the evaluation revealed that 96% of the graduates of CSU teaching credential programs were teaching in K-12 schools one year later.

While this preliminary retention report suggests that California is able to retain a higher percentage of teachers than the national average, the state has struggled to project teacher supply and demand with any degree of accuracy due to the lack of reliable data. SRI International attempted a similar study with CCTC and State Teachers Retirement System (STRS) data, however the STRS data was not compatible with the study. Several agencies within the state, including the CCTC, STRS, EDD, the California Department of Education, and Institutions of Higher Education, collect data on teachers or potential teachers that would be beneficial in projecting future needs. The major barrier is the lack of a common identifier, and the absence of a policy directive to bring the systems

together. A cohesive system to collect and analyze data on teacher supply, demand, and distribution, is the necessary foundation for developing strategies to counter teacher shortages in the state.

Data Sources for this Report

California data was based on individuals earning their first-time, or new-type teaching credential during fiscal year 1995-96. An agreement was entered into between the California Commission on Teacher Credentialing (CCTC) and the Employment Development Department (EDD) to match the individual's credential information with their wage employment data over a four-year period.

The Primary source for the national data was a report entitled *The Teacher Shortage: A case of wrong diagnosis and wrong prescription*, by Richard Ingersoll in the Bulletin (June, 2002) of the National Association of Secondary School Principals. The report uses data from the Schools and Staffing Survey (SASS) and its supplement, the Teacher Follow-up Survey (TFS), conducted by the National Center for Education Statistics (NCES). SASS is the largest and most comprehensive data source available on the staffing, occupational, and organizational aspects of schools. To date, four independent cycles of SASS have been completed: 1987-88; 1990-91; 1993-94; and 1999-00. In each cycle, NCES administers survey questionnaires to a random sample of approximately 55,000 teachers from all types of schools and all 50 states.

Further Studies

A more in-depth study on teacher mobility is currently underway. The CCTC has a data sharing agreement with the Public Policy Institute of California (PPIC) for the purpose of examining the dynamics of public school employee and teacher turnover in California. In light of growing teacher shortages, particularly in large urban school districts, the analysis will focus on employment paths chosen by teachers when they leave a school district's employment. The study should be concluded sometime in 2003.

References

- (1) Ingersoll, R. (2002). The Teacher Shortage: A Case of Wrong Diagnosis and Wrong Prescription. *National Association of Secondary Schools Principals: Bulletin*, vol. 86 no. 631.

**BILLS FOLLOWED BY THE
CALIFORNIA COMMISSION ON TEACHER CREDENTIALING**

October 1, 2002

SPONSORED BILLS

Bill Number – Author – Version Summary	Previous and Current CCTC Position Version (Date Adopted)	Status
SB 57 - Scott - Amended 8/30/01 Provides a “fast track” credential option for private school teachers and others who can demonstrate their knowledge, skills and abilities in the classroom.	Sponsor - Introduced version - (December 2000)	Signed by the Governor. Chapter 269, Statutes of 2001.
SB 299 - Scott - Amended 8/30/01 Clarifies the Education Code Sections related to the Committee of Credentials and makes numerous non-controversial, technical and clarifying changes to the Education Code.	Sponsor - Introduced version - (December 2000)	Signed by the Governor. Chapter 342, Statutes of 2001.
SB 1655 - Scott - Amended 4/1/02 Adds Alternative, Standards-Based Routes to both the Preliminary and Professional Administrative Services Credentials.	Sponsor - As Drafted 2/21/02, SB 328 - (February 2002)	Signed by the Governor. Chapter 225, Statutes of 2002.
SB 1656 - Scott - Amended 4/1/02 Clarifies language in the Education Code to ensure that applications of and credentials held by registered sex offenders are automatically denied or revoked respectively.	Sponsor - Amended 1/7/02, SB 326 - (January 2002)	Signed by the Governor. Chapter 471, Statutes of 2002.

ASSEMBLY BILLS OF INTEREST TO CCTC

Bill Number – Author – Version Subject	Previous and Current CCTC Position Version (Date Adopted)	Status
AB 75 - Steinberg - Amended 8/28/01 Creates a voluntary program to provide training to California's principals and vice-principals to include academic standards, leadership skills, and the use of management and diagnostic technology. This is a Governor's Initiative and the Governor's Budget includes \$15 million for this program.	Watch - Introduced - (February 2001) Support - 2/22/01 - (March 2001)	Signed by the Governor. Chapter 697, Statutes of 2001.
AB 272 - Pavley - Amended 7/18/01 Would make a holder's first clear multiple or single subject teaching credential valid for the life of the holder after two renewal cycles, if the holder meets specified requirements.	Oppose - Introduced version - (March 2001)	Vetoed.
AB 401 - Cardenas - Amended 5/01/01 Requires the SPI to contract with an independent evaluator to determine if there is a difference in the distribution of resources (including credentialed teachers and pre-intern, intern and paraprofessional programs) between low-performing schools and high-performing schools within school districts. The report would be due by January 1, 2004 and subject to funding through the Budget Act.	Watch - Introduced version - (April 2001)	Signed by the Governor. Chapter 647, Statutes of 2001.
AB 721 - Steinberg - Amended 4/17/01 The CCTC could award grants to teacher preparation programs to develop or enhance programs to recruit, prepare and support new teachers to work and be successful in low performing schools.	Support - 3/29/01- (April 2001)	Died.
AB 833 - Steinberg - Amended 7/18/01 Requires the SPI to calculate a teacher qualification index measuring a student's access to experienced credentialed teacher for each school.	Watch - 3/29/01 - (April 2001)	Vetoed.

Bill Number – Author – Version Subject	Previous and Current CCTC Position Version (Date Adopted)	Status
AB 961 - Steinberg, Vasconcellos, Ortiz, Diaz et. al. - Amended 9/14/01 Establishes the High Priority Schools Grant Program to allocate \$200 million to low performing schools in API deciles one through five, with a priority for funding on the first and second deciles.		Signed by the Governor. Chapter 749, Statutes of 2001.
AB 1148 - Wyland - Amended 4/17/01 Would require the Legislative Analyst’s Office to identify the variables that account for significant differences in test performance in elementary and high schools where the schools have similar resources.	Watch - Introduced version - (April 2001)	Died.
AB 1232 - Chavez - Amended 5/17/01 Would establish the California State Troops to Teachers Act. Retired officers or noncommissioned officers who agree to teach for five years and participate in a paraprofessional, pre-internship or internship program would be eligible for a bonus payment.	Seek Amendments - Introduced version - (March 2001) Support - 5/01/01 (May 2001)	Died.
AB 1241 - Robert Pacheco - Amended 8/22/01 Would require the Chancellor of the California Community Colleges to submit a written report on the feasibility of the development of a uniform teacher preparation program.	Seek Amendments - Introduced version - (April 2001) Watch - 4/05/01 - (May 2001)	Signed by the Governor. Chapter 714, Statutes of 2001.
AB 1307 - Goldberg - Amended 8/28/01 Would require the CCTC to adopt regulations that provide credential candidates with less than 24 months to complete the program to not meet new requirements under specified conditions.	Oppose - Unless Amended - Introduced version - (April 2001) Approve - 6/27/01 (July 2001)	Signed by the Governor. Chapter 565, Statutes of 2001.
AB 1431 - Horton - Amended 9/7/01 Creates a pilot program, in a minimum of three districts, to provide a 3-day training program for substitute teachers in low performing schools. Requires Los Angeles Unified to be one of the three participants in the pilot program.	Watch - Introduced version - (April 2001)	Vetoed.

Bill Number – Author – Version Subject	Previous and Current CCTC Position Version (Date Adopted)	Status
AB 1462 - Nakano - Amended 4/25/01 Requires the Commission to be a member of a committee charged with increasing the number and improving the quality of vocational education teachers.	Watch - (1/29/02) - (February 2002)	Vetoed.
AB 1662 - R. Pacheco - Amended 4/30/01 Would require a master's degree for the Pupil Personnel Services Credential.	Oppose - 5/02/01 - (May 2001)	Died.
AB 2053 - Jackson - Amended 4/16/02 Authorizes beginning special education teachers to take part in BTSA even if they have taught previously on another credential, as funds are available. Provides the option to expedite inductions for special education teachers.	Support - 2/15/02 - (March 2002)	Died.
AB 2120 - Simitian - Amended 4/30/02 Would state the intent of the Legislature to develop a professional development block grant for teachers in K-12 by consolidating several of those programs.	Oppose - 2/19/02 - (February 2002)	Died.
AB 2160 - Goldberg, Wesson, and Strom-Martin - Amended 4/11/02 Expands the scope of collective bargaining to include the use of mentors and professional training and development among other things.	Oppose - 2/2/02-(March 2002) Oppose - Unless Amended- 4/11/02 (May 2002)	Died.
AB 2288 - Chavez - Amended 4/16/02 Would require the Commission to convene a commission to complete a study on the implementation and expansion of the Troops to Teachers program.	Seek Amendments - 2/21/02 - (April 2002)	Died.
AB 2566 - Pavley - Amended 4/18/02 This bill would provide support for more pre-interns to improve their retention rate and give them the knowledge, skills, and abilities necessary to teach. This measure considers the State's current fiscal condition by imposing the requirement that the bill will be implemented when state or federal funds are available.	Support - 4/18/02 - (May 2002)	Died.

Bill Number-Author - Version Summary	Previous and Current CCTC Position Version (Date Adopted)	Status
AB 2575 - Leach - Amended 5/1/02 Requires the Commission to issue a professional clear single subject credential to a candidate who passes CBEST, has a master's degree in the subject to be authorized by the credential, takes Commission approved pedagogical courses and has teaching or professional experience.	Oppose - 2/21/02 - (March 2002)	Vetoed.
AB 2616 - Lowenthal/Liu - Amended 4/24/02 Appropriates \$1,570,000 from the General Fund to CSU to establish distance learning and other off-campus options to increase the number of teachers for visually impaired students.	Support - 2/21/02 - (March 2002)	Vetoed.
ACR 177 - Diaz - Amended 6/19/02 Would urge school districts to support teachers prepared in other countries.	Support - 3/20/02 - (April 2002)	Assembly Resolution. Chapter 141, Statutes of 2002.

SENATE BILLS

Bill Number – Author – Version Subject	Previous and Current CCTC Position Version (Date Adopted)	Status
SB 321 - Alarcon - Amended 7/18/01 Would allow school districts to provide a 30-day training program for teachers they hire on an emergency permit. Provides \$2 million for implementation to be dispersed to LAUSD after Commission approval of training program. Provided \$125K to Commission for administrative costs.	Seek Amendments - Introduced version - (April 2001)	Signed by the Governor Chapter 576, Statutes of 2001. Deleted \$2 million for implementation.
SB 508 - Vasconcellos - (April 8, 2002 Proposed Conference Report). Would make non-controversial changes to the High Priority Schools Grant Program (AB 961) passed last year.	Watch - 4/23/01 (May 2001)	Signed by the Governor. Chapter 42, Statutes of 2002.
SB 572 - O'Connell - Amended 5/03/01 Prohibits school districts from limiting the years of service credit used to determine the salary of a teacher coming from another school district.	Support - If Amended - Introduced version - (April 2001) Watch – 5/03/01 – (May 2001)	Vetoed.
SB 688 - O'Connell - Amended 6/4/01 Would make beginning teachers in regional occupation centers and programs eligible for BTSA.	Approve - Introduced version - (April 2001)	Signed by the Governor. Chapter 448, Statutes of 2002.
SB 743 - Murray - Amended 8/23/01 Would require the CCTC to develop a plan that addresses the disproportionate number of teachers serving on emergency permits in low-performing schools in low-income communities. The plan is due by July 1, 2002 and includes a \$32,000 appropriation from the General Fund.	Watch - Introduced version of SB 79 - (February 2001)	Vetoed.

Bill Number – Author – Version Subject	Previous and Current CCTC Position Version (Date Adopted)	Status
SB 792 - Sher - Amended 7/03/01 Would require the CCTC to issue a two-year subject matter credential after earning a baccalaureate degree and passage of CBEST and a clear credential after completion of 40 hours of preparation and professional development, if any, and passage of the teacher preparation assessment.	Oppose - Introduced version - (March 2001) Oppose - 4/5/01 - (April 2001)	Assembly Education Committee. Set, 1 st hearing - failed passage. Died.
SB 837 - Scott - Amended 9/5/01 Would specify the documentation that a school district must provide the CCTC to justify a request for an emergency permit. This bill would also increase the state grant and district match for the pre-intern program and permit the CCTC to allow for district hardship.	Support - Introduced version - (March 2001)	Signed by the Governor. Chapter 585, Statutes of 2001.
SB 900 - Ortiz - Amended 3/28/01 Would increase efficiency in processing information requests by grouping those agencies with similar standards and information needs together.	Support - If Amended - 3/28/01 - (April 2001)	Signed by the Governor. Chapter 627, Statutes of 2002.
SB 1250 - Vincent - Amended 2/13/02 This measure would allow some retired teachers to be exempt from CBEST if they complete a teacher refresher course.	Oppose - Unless Amended - 4/3/02 - (May 2002) Watch	Vetoed.
SB 1483 - McClintock - Amends the Education Code to change the membership of the Commission. Also corrects a technical error.	Watch - Introduced version 2/19/02 - (March 2002)	Died.

Bill Number-Author-Version Summary	Previous and Current CCTC Position Version (Date Adopted)	Status
SB 1547 - (As Proposed to be Amended) Soto - Amended 4/17/02 Requires the Commission to issue certificates that authorize the holder to instruct limited- English-proficient pupils.	Oppose - 2/20/02- (April 2002)	Died.
SB 2029 - Alarcon - Amended 4/17/02 Allows district intern programs that satisfy Commission adopted standards to offer a program in all areas of special education.	Support - 2/22/02 - (March 2002)	Signed by the Governor. Chapter 1087, Statutes of 2002.

Revised on October 1, 2002

BACKGROUND

At the September 2002 Commission Meeting, staff informed Commissioners that a complete update of the 2002 Budget Act would be provided at this meeting. The is information item provides an update on the Commission's Budget 2002-03 budget as signed by the Governor.

SUMMARY

On September 5, 2002, Governor Davis signed the 2002 Budget Act into law. The following items highlight the changes to the Commission's budget as a result of legislative actions during budget hearings as reflected in the 2002 Budget Act.

- Addition of \$1,498,000, Teacher Credentials Fund, for the third-year cost of the Teacher Credential Service Improvement Project.
- Reappropriation of \$8,350,000, General Fund, for the Alternative Certification-Intern and Pre-Intern Programs.
- Reduction of \$66,000, General Fund, for the Governor's Teaching Fellowships Administration.
- Reduction of \$1,575,000, General Fund, for the first-time Teacher Credential Fee Buyout Program.
- Reduction of \$10,200,000, General Fund, for the Alternative Certification, Pre-Intern, and Paraprofessional Programs.

In addition, the Legislature adopted the following Supplemental Reporting Language that requires the Legislative Analyst's Office to report to the Legislature by March 15, 2003 on the cost associated with processing teacher credentials.

Item 6360-001-0001—California Commission on Teacher Credentialing

1. ***Costs Associated With Processing Teacher Credentials.*** The Legislative Analyst's Office (LAO) shall (a) assess the costs associated with processing teacher credentials and (b) identify options for covering and/or redistributing these costs. The CTC shall provide the LAO with all the information it requests by November 1, 2002. The LAO shall submit a report to the Legislature by March 15, 2003.

***California
Commission on Teacher Credentialing***

***Meeting of
October 2-3, 2002***

AGENDA ITEM NUMBER: **PREP - 1**

COMMITTEE: **Preparation Standards**

TITLE: **Approval of Subject Matter Preparation Programs and
Designated Subjects Programs Submitted by Colleges
and Universities and Local Education Agencies**

 X **Action**

 Information

 Report

Strategic Plan Goal(s):

Goal 1: **Promote educational excellence through the preparation and certification
of professional educators**

- Sustain high quality standards for the preparation of professional educators
- Sustain high quality standards for the performance of credential candidates

Presented By: **Helen Hawley**

Prepared By: _____ **Date:** **9/17/02**
 Helen Hawley
 Consultant, Professional Services Division

Approved By: _____ **Date:** **9/17/02**
 Margaret Olebe, Ph.D.
 Administrator, Professional Services Division

Approved By: _____ **Date:** **9/17/02**
 Mary Vixie Sandy
 Director, Professional Services Division

Authorized By: _____ **Date:** **9/17/02**
 Dr. Sam W. Swofford
 Executive Director

**Approval of Subject Matter Preparation Programs and Designated Subjects
Programs Submitted by Colleges and Universities and Local Education
Agencies**

Professional Services Division

October 3, 2002

Executive Summary

This item contains a listing of subject matter programs and designated subjects programs recommended for approval by the appropriate review panels, according to procedures adopted by the Commission.

Fiscal Impact Summary

The Professional Services Division is responsible for reviewing proposed preparation programs, consulting with external reviewers, as needed, and communicating with institutions and local education agencies about their program proposals. The Commission budget supports the costs of these activities. No augmentation of the budget will be needed for continuation of the program review and approval activities.

Recommendation

That the Commission approve the subject matter preparation programs and designated subjects program.

Approval of Subject Matter Preparation Programs and Designated Subjects Programs Submitted by Colleges and Universities and Local Education Agencies

Professional Services Division

October 3, 2002

Subject Matter Preparation Program Review Panel Recommendations

Background

Subject Matter Program Review Panels are responsible for the review of proposed subject matter preparation programs. This item contains a listing of subject matter programs recommended for approval since the last Commission meeting by the appropriate review panels, according to procedures adopted by the Commission.

Summary Information on Single Subject Matter Preparation Programs Awaiting Commission Approval

For the following proposed preparation programs, each institution has responded fully to the Commission's standards and preconditions for subject matter preparation for Single Subject Teaching Credentials. Each of the programs has been reviewed thoroughly by the Commission's Subject Matter Program Review Panels and has met all applicable standards and preconditions established by the Commission and are recommended for approval by the appropriate subject matter review panel.

The Masters College

The Master's College states the purpose of their mathematics program as follows:

“to provide students with the necessary mathematical preparation and competence in order to understand the major themes of mathematics and to prepare students to become effective teachers of mathematics at the secondary level. Both of these goals are closely intertwined: every teacher must have a deeper knowledge of their subject than their students and every mathematician should be trained to communicate their knowledge and understanding effectively. This goal is evidenced by the relevant portion of the Mathematics Department Mission Statement: The Master's College Department of Mathematics seeks, in part, to:

- Develop in students an understanding of and an appreciation for the unity of the various fields of mathematics.
- Enable students to use mathematics in its many applications.
- Develop in students an appreciation for and an understanding of mathematical rigor.
- Train students to communicate the subject of mathematics knowledgeably and skillfully.
- Teach students to use current technology, including calculators and computers.
- Teach students to properly read and write mathematics.

This goal is obtained through the carefully devised course of study that the Mathematics Department has created in order to fulfill the standards required of every student wishing to teach mathematics in a California school...this is accomplished in the context of a Christian environment with professors whose job it is to nourish and nurture their students' growth."

California State University, Northridge

At California State University, Northridge the mission of the Health Science Subject Matter Program is "to successfully promote the development of professional health educators to enhance the general health and well being of children in California schools. The overall program goal is to produce a teaching credential candidate who will:

- Exhibit appropriate professional behavior.
- Demonstrate effective communication skills.
- Achieve a broad knowledge of health and health promotion.
- Apply critical reasoning to problems of health.
- Use current technology.

The Subject Matter Program in Health Science includes theoretical, applied and experimental knowledge based on the recognition that a balance of these is essential to the understanding of health in the broadest terms. The program strives to provide an environment that respects diversity, enhances scholarship, and promotes critical examination of ideas. This environment contributes to the quality of academic pursuit and promotes a commitment to lifelong learning. The program includes campus and community activities that provide practical and creative experiences to enrich the training of our future health science teachers."

Recommendation

That the Commission approve the following programs of subject matter preparation for Single Subject Teaching Credentials.

MATHEMATICS

- The Master's College

HEALTH SCIENCE

- California State University, Northridge

Summary Information on Designated Subjects Programs Awaiting Commission Approval

For the following proposed personalized preparation programs, the local education agency has responded fully to the Commission's standards and preconditions for the Designated Subjects, Vocational Education Teaching Credential and the Designated Subjects, Supervision and Coordination Credential. The programs have been reviewed thoroughly by Commission staff, and have met all applicable standards and preconditions established by the Commission.

The two programs recommended serve contiguous areas of California. They have worked together with California State University, Hayward to provide a program that will be consistent for all candidates who live in the service area. The partnership between two county offices and the university will provide assurance that the university will have enough candidates to support an ongoing program. Sharing the responsibilities for these small programs will insure their longevity and consistency in the community. The university will provide the course work for the program. The county offices of education (LEAs), which employ the candidates, will provide the advising and recommendation for the credentials.

Recommendation

That the Commission approve the following programs of personalized preparation for:

DESIGNATED SUBJECTS, ADULT EDUCATION

- Contra Costa County Office of Education
- Alameda County Office of Education

California
Commission on Teacher Credentialing

Meeting of
October 2-3, 2002

AGENDA ITEM NUMBER: PREP - 2

COMMITTEE: Preparation Standards Committee

TITLE: Proposal to Consider Title 5 Regulations for Single Subject Teaching Credentials in Science (Specialized) and in Foundational-Level Mathematics

 X Action
 Information
 Report

Strategic Plan Goal(s):

Goal 1: Promote educational excellence through the preparation and certification of professional educators

- Sustain high quality standards for the preparation of professional educators
- Sustain high quality standards for the performance of credential candidates

Presented By: Nicole A. Amador, Philip A. Fitch, Betsy Kean, and Yvonne Novelli

Prepared By: _____ **Date:** 9/17/02
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Mary Vixie Sandy
Director, Professional Services Division

Authorized By: _____ **Date:** 9/17/02
Dr. Sam W. Swofford

Executive Director

Proposal to Consider Title 5 Regulations for Single Subject Teaching Credentials in Science (Specialized) and in Foundational-Level Mathematics

Professional Services Division

September 9, 2002

Executive Summary

This agenda item was prepared as a proposal to the Commission to consider new Title 5 regulations to establish Single Subject Teaching Credentials in Science (Specialized) and in Foundational-Level Mathematics. At its May 2001 meeting, the Commission authorized a field study to explore the possibility of establishing a two-tiered mathematics credential. The results of the field study in mathematics were reported to the Commission at its June 6, 2002 meeting. At that meeting staff was directed to develop Title 5 regulations for a Single Subject Teaching Credential in Foundational-Level Mathematics. At the March 6-7, 2002 Commission meeting, action was taken by the Commission directing staff to develop Title 5 regulations for a "limited authorization" specialized single subject science credential and to report back to the Commission regarding the proposed Title 5 regulations. This agenda item includes proposed Title 5 regulations that respond to Commission direction.

Several issues have led to the need to increase the number of fully certified single subject teachers in mathematics and science. During the past year, the Commission's Science and Mathematics Subject Matter Advisory Panels have explored possible changes in the existing single subject credential structures that might encourage more individuals to obtain science and mathematics certification. Both advisory panels support the Title 5 regulations and the subject matter requirements for the specialized science and the foundational-level mathematics proposals.

For both proposed credential areas, all other Single Subject Credential requirements such as California Basic Educational Skills Test (CBEST), Certificate of Clearance, U.S. Constitution, and completion of an approved program of teacher preparation through an internship or student teaching program would continue to apply.

Fiscal Impact Summary

Implementing the recommendations in this action item can be accomplished within the base budget of the Professional Services Division.

Recommendation

Staff recommends that the Commission consider the proposed Title 5 regulations for establishing Single Subject Teaching Credentials in Science (Specialized) and in Foundational-Level Mathematics, and that staff be directed to establish a public hearing and seek comments from the interested parties.

Proposal to Consider Title 5 Regulations for Single Subject Teaching Credentials in Science (Specialized) and in Foundational-Level Mathematics

Professional Services Division

September 9, 2002

I. Introduction

Over the past several years the Commission has considered a number of proposals that might increase the number of qualified single subject teachers in mathematics and science. During the past year and one half, the Commission has explored recommendations from the Subject Matter Advisory Panels in Science and in Mathematics and from staff that may have the potential to increase the number of newly credentialed science and mathematics teachers for California public schools. The proposal for Title 5 regulations establish Single Subject Teaching Credentials in Science (Specialized) and in Foundational-Level Mathematics provides a partial solution to the undersupply of qualified teachers in these two single subject areas. A disproportionate number of the total number of teachers teaching mathematics and science, are doing so with emergency permits or waivers. In the 2000-2001 school year there were approximately 16,000 teachers teaching mathematics in California's public schools. Nearly 2,200 of these teachers were teaching with emergency permits or waivers. Also, during that year, only 704 mathematics teachers were recommended for certification from colleges and universities in California. In that same year there were 13,305 teachers teaching science. Of those teachers, 2,842 were teaching science with an emergency permit or waiver. During 2000-2001, 872 individuals were recommended for science certification by California colleges and universities.

II. Background

Science

Concerns have emerged recently regarding the number and distribution of credentialed science teachers in California public schools. The number of non-credentialed single subject science teachers has more than doubled during the past five years, while the number of prepared and recommended single subject science teachers from California colleges and universities has remained essentially constant. The annual number of candidates receiving science credentials has remained below 1,000 since 1997-98. The number of emergency permits issued in science nearly doubled during that period, rising from 1,377 in 1995-96 to 2,728 in 1999-2000. This represents 21% of the science teachers currently teaching in California public schools.

In addition, the distribution of teachers qualified to teach advanced and Advanced Placement (AP) science courses in high schools is uneven. Allowing more methods to satisfy the subject matter requirement may help lessen the inequitable distribution of well-qualified AP teachers. Although more than 90% of California's high schools offer AP courses, many students across all ethnicities and socio-economic strata have limited AP opportunities. Participation in AP classes by Hispanics and African-Americans is generally substantially lower than their share of total school enrollment, although a 1999 study by the Institute for Education Reform of the California

State University was unable to determine why this is so. Passing rates on AP tests are strongly linked to school socio-economic status (SES) indicators. In the 2001 study of chemistry and four other AP courses, possession of a doctorate by the teacher correlated with higher student performance in high SES schools. Teacher experience in teaching AP courses was also cited in improving student performance, a critical issue given that many AP teachers will soon be retiring, as noted in the 2000 report.

Prospective teachers of science in California public schools must complete both subject matter and pedagogical preparation in science for the Single Subject Teaching Credential. Subject matter preparation must be substantially completed prior to advancement to student teaching in the pedagogical preparation program or completed prior to assuming intern duties in internship programs. Candidates are recommended for a science credential, with the subject area of emphasis indicated on the document, upon successful completion of both the subject matter requirement and a Commission-approved program of teacher preparation. This credential authorizes teaching general or integrated science as well as a specific area of emphasis: biological sciences, chemistry, geosciences or physics.

To meet the current subject matter requirement in science, prospective teachers must demonstrate subject matter knowledge in general science and in a specific science emphasis (biological sciences, chemistry, geosciences, or physics). Prospective science teachers may demonstrate subject matter competence by completion of a Commission-approved subject matter program or by obtaining a passing score on specified Commission-adopted examinations. There are presently 78 four-year colleges and universities in California that are accredited by the Commission. Seventy of these 78 institutions have approved single subject programs. Of the 70 institutions, 29 have approved subject matter programs in biological sciences, 23 in chemistry, 23 in physics, and 20 in geosciences.

Prospective teachers may also satisfy the subject matter requirement by achieving passing scores on the requisite subject matter examinations. During the period 1995-98, the percentage of credentialed science teachers who satisfied the subject matter requirements by examination were as follows: biological sciences, 27%; chemistry, 22%; geosciences 36%; and physics, 21%.

Passing rates for Single Subject Assessments for Teaching and Praxis II subject matter examinations vary according to a number of factors, including the possession of an advanced degree. From December 1995 through June 1998, approximate *cumulative passing rates* (multiple attempts) for exam takers who claimed a master's degree or more were 59%; lower passing rates were found for exam takers who were undergraduate students (49%); bachelor's degree holders (44%) and bachelor's degree holders with additional units of credit (40%). During that same testing period, *overall first time passing rates* for undergraduates (43%) were approximately equal to those claiming a master's degree or more (40%), with other types of preparation at approximately half of those levels. Thus, the exam route seems most advantageous to undergraduates (who were presumably taking courses that related directly to the exams) or those holding advanced degrees in the sciences.

Given the small annual number of newly credentialed teachers, the large numbers of non-credentialed teachers, and the relatively low rates of candidates taking and/or passing Single Subject Assessments for Teaching or Praxis II examinations in science, the Commission has taken steps under the scope of its authority to investigate ways to potentially increase the pool of qualified science teachers. At its March 6-7, 2002 meeting, the Commission approved staff recommendations to establish a single-subject specialized teaching authorization in science. The proposed specialized authorization would be for prospective science teachers to teach in one or more of four science areas (biology, chemistry, physics, and geoscience) taught in K-12 California public schools. It would not authorize the teaching of general or integrated science. Potential candidates would include those with advanced degrees in a science field, who decide, as career changers, to enter the teaching profession. Their subject matter preparation has already been demonstrated in their chosen field of study through their advanced degrees, albeit in a single science discipline. Allowing them to earn a specialized science authorization in that field would provide additional flexibility for those considering a career as a science teacher and provide flexible staffing options for districts and schools who currently have difficulty finding credentialed teachers in science.

The Commission approved three options for a prospective teacher to demonstrate subject matter competency for a specialized teaching authorization in science.

- Option 1: Any prospective single subject teacher with an advanced degree (Masters or Doctorate) in any of the four science areas, or closely related areas, will have met the subject matter requirement for a Single Subject Teaching Credential in Science with specialized authorization in the subject area related to the degree; or
- Option 2: Any prospective single subject teacher with 30 semester units of advanced (postgraduate) work in any of the four science areas will have met the subject matter requirements for a Single Subject Teaching Credential in Science with a specialized authorization in the subject area related to the advanced coursework; or
- Option 3: Any prospective single subject teacher who successfully passes an examination in one of the four science areas for single subject teaching will have met the subject matter requirements for a Single Subject Teaching Credential in Science with a specialized authorization in that subject area.

Mathematics

Currently, there is a need to increase the number of credentialed single subject mathematics teachers in the State of California. Of the approximately 16,000 mathematics teachers in the State of California during the 2000-2001 school year, nearly 2,200 of them were teaching under emergency permits or waivers. That same year, only 704 mathematics teachers were certified (preliminary and professional clear, including those from out of state programs) in California. Class size reduction in ninth grade mathematics courses has made the shortage of credentialed teachers more severe. Additionally, the K-12 student academic content standards in mathematics have recently clarified the state's expectations regarding the level of mathematics all students should know, requiring their teachers to have more focused content preparation. As California

moves toward higher levels of mathematics curriculum for students, the demand for mathematics teachers will grow.

The state has experienced this shortage of credentialed mathematics teachers for several years. In fact, the demand for credentialed mathematics teachers far exceeds the number of individuals who obtain a mathematics credential or supplementary authorization in mathematics each year. For example, the California State University has recently released a report indicating a slow decline in the number of teacher candidates majoring in mathematics at state university campuses. This shortage is projected to continue in the future due to the relatively small enrollments in mathematics subject matter programs, anticipated growth in the K-12 student population, and policy initiatives that will require students to take algebra and geometry earlier in their school careers.

Teacher candidates in California are required to demonstrate competence in the subject matter they will be authorized to teach. Candidates have two options for satisfying this requirement. They can either complete a Commission-approved subject matter preparation program or they can pass the appropriate Commission-adopted subject matter examination(s). The Single Subject Teaching Credential in Mathematics authorizes the holder to teach mathematics at all levels. The current subject matter requirements for mathematics reflect this broad authorization and include substantial mathematical content at an advanced conceptual level. Consequently, a credentialed mathematics teacher is fully authorized and has been prepared to teach all mathematics courses, including calculus and other advanced courses. Yet, in the 1999-2000 school year, more than 97% of high school mathematics classes (enrolling 97% of all mathematics students) covered content that was below calculus or other advanced level coursework. This means that, at present, mathematics teachers are required to be prepared to teach content that they are unlikely to teach.

One approach to increasing the number of appropriately prepared mathematics teachers would be to restructure the mathematics credential based on content. Defining the credential by the content most commonly taught in middle and high school mathematics classes might reduce the barriers to certification, especially for career changers, and encourage prospective teachers to obtain certification in foundational-level mathematics.

At its May 2001 meeting, the Commission authorized a field study that would explore the impact of a two-tiered mathematics credential. During Fall 2001, Commission staff developed surveys for the purpose of gathering responses from the field about the potential impact of such a credential structure. Surveys were completed by human resource directors of school districts; middle and high school principals; middle and high school mathematics teachers; mathematics faculty at institutions that have Commission-approved mathematics subject matter programs; and mathematics education faculty at institutions with single subject credential programs. As reported at the Commission June 2002 meeting, the results of the study showed support for a two-tiered mathematics credential. Respondents viewed this credential structure as a means of increasing the pool of individuals who are certified to teach mathematics, by enhancing opportunities for mathematically adept individuals to become qualified to teach basic and intermediate mathematics courses in middle or high school settings.

Since March 2001, Commission staff has been engaged in an effort to align the content requirements of subject matter preparation programs and subject matter examinations with the student academic content standards (grades K-12) in English, mathematics, science, and social science. To do this work, the Executive Director appointed subject matter panels in each of these areas to advise Commission staff on the development of new subject matter program standards and examinations. Since March 2001, the mathematics advisory panel has been developing recommendations for new program standards and subject matter requirements, and has explored ways to increase the number of individuals who are qualified to teach the majority of basic and intermediate courses offered in middle and high schools throughout the state.

While the panel indicated its commitment to rigorous subject matter requirements for mathematics teachers, it is concerned that current requirements may not focus on the knowledge, skills, and abilities that are most applicable to K-12 teaching, particularly at the level of coursework most commonly undertaken by middle and high school students (e.g., algebra, and geometry). As current subject matter requirements include advanced concepts not directly applicable to most K-12 instruction (e.g., real analysis, differential equations), the panel has expressed concern that these requirements create an artificial barrier to mathematics certification, dissuading or preventing prospective mathematics teachers from obtaining their credentials.

In its deliberations, the mathematics advisory panel explored possible changes to the existing credential structure that might encourage more individuals to obtain mathematics certification. The panel supports the separation of the current mathematics credential into two single subject credentials based on content: foundational level mathematics and mathematics (all areas). As recommended by the panel, a Single Subject Teaching Credential in Foundational Level Mathematics would authorize the holder to teach courses in, or directly related to, first and second year algebra, geometry, and statistics and probability, with the exclusion of advanced placement courses. Under these proposed regulations, the subject matter requirement for a credential in foundational-level mathematics may be satisfied by either completion of a Commission-approved subject matter program or passage of a Commission-approved examination. The authorizations and requirements for the Single Subject Teaching Credential in Mathematics would not change.

III. Proposed Title 5 Regulations for Single Subject Teaching Credentials in Science (Specialized) and in Foundational-Level Mathematics

Proposed Sections 80416, 80416.1, and 80416.2 are added to read as follows:

§80416. Subject Matter Knowledge for Single Subject Teaching Credentials in Science (Specialized) and in Foundational-Level Mathematics

The subject matter knowledge for the Single Subject Teaching Credential in Science (Specialized) or Foundational-Level Mathematics may be demonstrated by satisfying either an examination or a subject matter program described in either Section 80416.1 or Section 80416.2 of Title 5 Regulations. The subject matter shall be based on standards of program quality and effectiveness and alignment with the state content and performance standards for elementary and secondary pupils.

NOTE: Authority cited: Section 44225(q), Education Code. Reference: Section 44259, Education Code.

§80416.1. Single Subject Teaching Credential in Science (Specialized)

- (a) The authorization for the Single Subject Teaching Credential in Science (Specialized) shall be available in biological sciences, chemistry, physics, and geoscience.
- (b) The subject matter requirement for a Single Subject Teaching Credential in Science (Specialized) shall be satisfied by one of the following:
 - (1) completion of a post-baccalaureate degree from a regionally-accredited institution in the science area requested, or in a closely related area deemed equivalent by the Commission, or
 - (2) completion of 30 semester-units or 45 quarter-units of postgraduate coursework, with a grade of B or better, or “pass” or “credit” in each course, from a regionally-accredited institution in the science area requested, or
 - (3) passage of a Commission-approved examination that is aligned with the authorization for the Single Subject Teaching Credential in the science area requested.
- (c) A Single Subject Teaching Credential in Science (Specialized) shall authorize the holder to teach in the science area list on the credential in any grades in which the subject or subjects will be taught, to include preschool, grades kindergarten, grades one through 12, inclusive, and classes organized primarily for adults.

NOTE: Authority cited: Section 44225(q), Education Code. Reference: Section 44259, Education Code.

§80416.2. Single Subject Teaching Credential in Foundational-Level Mathematics

- (a) The subject matter requirement for a Single Subject Teaching Credential in Foundational-Level Mathematics shall be satisfied by either of the following:
 - (1) passage of a Commission-approved examination that is aligned with the authorization for the Single Subject Teaching Credential in Foundational-Level Mathematics, or
 - (2) completion of a subject-matter program approved by the Commission that is aligned with the authorization for the Single Subject Teaching Credential in Foundational-Level Mathematics.
- (b) A Single Subject Teaching Credential in Foundational-Level Mathematics shall authorize the holder to teach courses in, or directly related to, general mathematics, algebra, geometry, probability and statistics, and consumer mathematics but not including courses in these areas for which advanced placement credit is granted. This authorization shall be in any grades in which the subject or subjects will be taught, to include preschool, grades kindergarten, grades one through 12, inclusive, and classes organized primarily for adults.

NOTE: Authority cited: Section 44225(q), Education Code. Reference: Section 44259, Education Code.

The Title 5 Regulatory Process

Title 5 Regulations explain policies and procedures that affect California credentialing by implementing, interpreting, or making specific the Education Codes that the Commission enforces or administers. There are specific, relevant procedures that the Commission and all other state agencies must follow when establishing regulations to ensure that the public has a meaningful opportunity to review the proposal and express their opinions. The Office of Administrative Law (OAL) is the state agency that monitors these proceedings

Prior to beginning the regulatory process, the proposed wording is presented to the Commission for their approval to seek public comment. Once approved, the following steps are taken:

1. Correspondence discussing the proposal is sent to over 1000 individuals representing institutions of higher education, county offices of education, school districts, and other individuals and organizations interested in Commission proceedings. This correspondence is also placed on the Commission's web site. Additionally, OAL publishes the proposal in the *California Regulatory Notice Register*. This allows the public at least 45 days to respond to the proposal.
2. The Commission then holds a public hearing to further discuss the proposal including all public comments made during the 45-day notice period and those made at the public hearing.
3. Immediately following the close of the public hearing, the Commissioners will accept, modify, or reject the proposal.
4. If modified, the revised proposal is distributed to all who responded to the 45-day notice, and these respondents are given 15 days to comment on the modifications.
5. If the proposal generates any local or state costs or savings, the Department of Finance must also give their approval.
6. The proposal is then submitted to OAL. If their attorneys determine that the proposal is consistent with the Education Code and that all needed regulatory procedures were followed, the proposal receives its final approval and becomes a regulation.

Draft Report to the Legislature on the Progress of the California School Paraprofessional Teacher Training Program

**Professional Services Division
September 17, 2002**

Executive Summary

The State Budget for 2000-01 included an appropriation from the General Fund to enable the Commission to continue to fund local education agencies that create career ladders for school paraprofessionals who would like to become certificated teachers. Education Code Section 44393 calls for delivery of an annual report on the status of the Paraprofessional Teacher Training Program. During July and August, the staff compiled all of the currently available information about the 42 local projects in the program. A draft progress report is presented for review and discussion on October 3.

Fiscal Impact Statements

Compiling and drafting the Progress Report has been funded from the base budget of the Professional Services Division. The report can be completed, published and forwarded to the Legislature without an augmentation or redirection of resources.

Policy Issues

1. How well is the Paraprofessional Teacher Training Program progressing toward achieving its goals of (a) teacher recruitment, (b) teacher retention, and (c) teacher diversity in fields of teacher shortage, especially bilingual education?
2. Should the Commission support the redirection of funds currently allocated for the original 13 programs for use by the expansion programs to increase participation for the 29 expansion programs in 2004-05?

Recommendation

Staff recommend that:

1. The Commission consider the information contained in the following draft Paraprofessional Teacher Training Program Progress Report and (a) adopt the report, (b) authorize the Executive Director to submit it to the Legislature, and (c) authorize the staff to forward copies of the report to interested organizations and individuals
2. The Commission authorize staff to begin planning for the redirection of funds from the original 13 programs for use by expansion programs.

Draft Report to the Legislature on the Progress of the California School Paraprofessional Teacher Training Program

Background Information

The California School Paraprofessional Teacher Training Program (PTTP) was established initially by legislation authored by Senator David Roberti (SB 1636). When signed into law, it became Chapter 1444 of the Statutes of 1990. Follow-up legislation (Chapter 1220, Statutes of 1991) required that the program focus on the recruitment of paraprofessionals who specialize as bilingual and special education teachers.

Funding for the program was included in the State Budget for the first time in 1994. The 1994 Budget Act contained \$1.478 million in local assistance funds for implementation of 13 local programs. The core of the program consists of academic scholarships to defray the costs of tuition, books and fees for paraprofessionals who complete college and university coursework to meet teacher certification standards by earning college degrees and teaching credentials. The Commission has provided continued funding for the 13 programs since January 1995.

Initial legislation required this pilot program to recruit a maximum of 600 participants from 12 school districts and county offices of education throughout the state. No annual maximum expenditure allotment per participant was included in the initial legislation nor is there a local match requirement.

In 1997, recognizing the success of the program, policymakers approved Assembly Bill 352 and 353 (Scott, Wildman, et. al) and re-authorized the program under the Wildman-Keeley-Solis Exemplary Teacher Training Act of 1997 (Education Code Sections 44390-44393), Chapters 737 and 831, Statutes of 1997. The Act mandated that as of January 1, 1998 the program must recruit a minimum of 600 candidates from among 24 school districts or county offices of education throughout California. The legislation also specified an annual \$3,000 expenditure allotment per participant. Although the law required the program to grow by at least one hundred % and specified a per capita, no funding was provided to expand the program. As with the original legislation, there is no local matching funds requirement.

In January 1999, Governor Gray Davis identified the California School Paraprofessional Training program as an important element of his education initiative, Enhancing Professional Quality and included a \$10 million augmentation for program expansion in the 1999-2000 California State Budget. In June 2000, the Commission authorized grant awards for 29 additional local projects.

Statutory Purposes of the Paraprofessional Teacher Training Program

The primary purpose of the California School Paraprofessional Teacher Training Program is to create local career ladders that enable school paraprofessionals to become certificated classroom teachers. In return each participant must make a commitment that he or she will complete one school year of classroom instruction in the district or county office education for each year that he or she receives assistance for tuition, fees, and books under the program.

Additionally, the program was created to respond to teacher shortages, improve the instructional services that are provided by school paraprofessionals, diversify the teaching profession, and establish innovative models for teacher education. Education Code Section 44392 defines school paraprofessionals as the following job classifications:

- educational aide, special education aide, special education assistant, teacher associate, teacher assistant, teacher aide, pupil service aide, library aide, child development aide, child development assistant, and physical education aide

Progress Report to the Legislature

Education Code Section 44393 calls for delivery of an annual report to the Legislature on the progress of the program. The 10 data tables included in the attached draft report to the Legislature present a program that continues to meet the statutory purposes of diversifying the teacher workforce and recruitment and retention of bilingual education, special education and elementary education teachers.

The report describes the continued progress of the 270 participants of the original program, and presents information on a program that has grown more than 300%. In addition to the 90 local education agencies participating in the program, the postsecondary partners include 35 California Community Colleges, 17 campuses of the California State University, two campuses of the University of California and four private/independent colleges and universities.

During its seven years of operation the program has produced 507 fully certificated teachers for California classrooms, of which 494 (97 %) remain in the education profession. Additionally, the program reported that 324 participants served in classrooms on preliminary credentials (97), university internships (72), district internships (10), pre-intern certificates (25), and emergency permits (120) during the 2001-02 school year.

These teachers of record, in addition to the 494 graduates who are still teaching, brings to 818 the total number of program participants and graduates who served in California public schools during the 2001-02 school year. Table 4 in the report shows that 71 % of those responding to the survey question regarding ethnicity are members of ethnic minority groups and 79 % of graduates are members of ethnic minority groups.

The original 13 programs will be phased out by December 2003. At that time, the program will produce 270 additional graduates, all remaining original program participants. These graduates will include 124 bilingual teachers, 74 special education teachers and 52 multiple subject teachers. Between December 2003 and December 2005 we anticipate graduation and full certification of most of the 1,515 participants currently enrolled in upper level baccalaureate degree and teacher preparation programs.

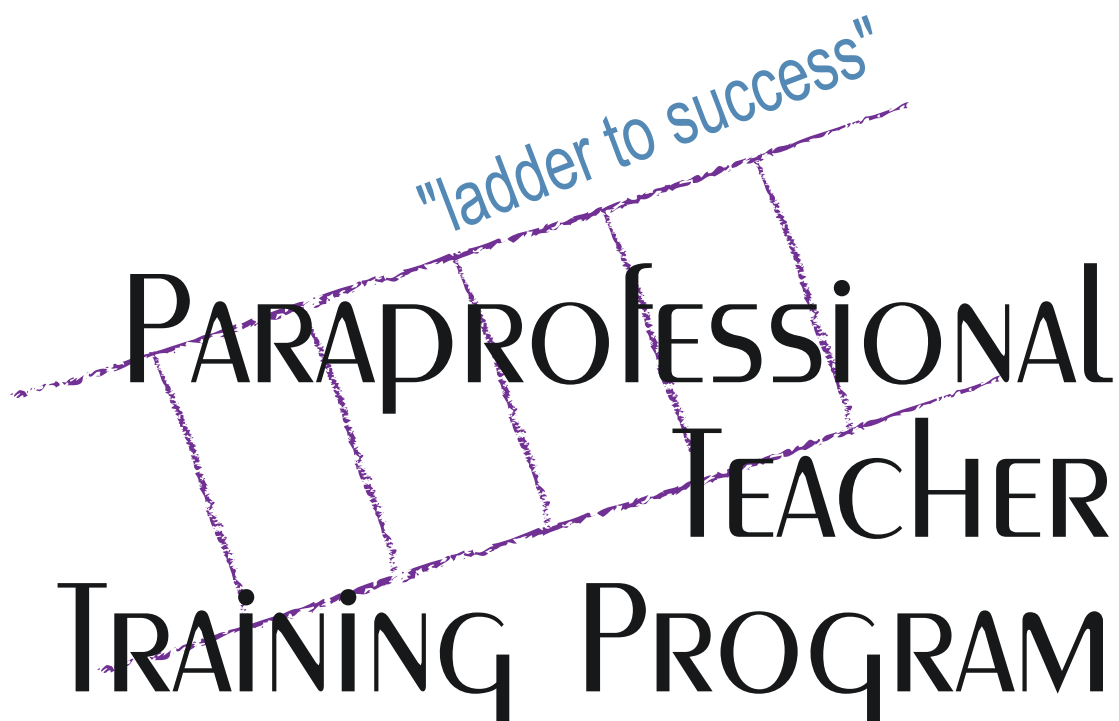
Local projects reported 319 fully certificated graduates during 2000-01. The 2001-02 graduate total is 507, 188 more than last year. This swift production of credentialed teachers can be directly attributed to 1) the number of original program participants enrolled in teacher preparation programs, and 2) recruitment of expansion participants with advanced levels of academic training and baccalaureate degrees.

The expansion programs are funded at a level that supports current participant numbers, but does not allow for growth. By December 2003 the program will lose at least 270 slots. If projects do not backfill these slots total program participation would decrease to less than 1,996.

While the Commission cannot request funds for program expansion, it could authorize redirection of funds currently allocated for use by the original 13 programs to support expansion programs. If the Commission authorizes this redirection of funds, the program could increase participation by 344 for the 2004-05 school year.

STATE OF CALIFORNIA

CALIFORNIA COMMISSION ON TEACHER CREDENTIALING



"ladder to success"

PARAPROFESSIONAL TEACHER TRAINING PROGRAM

*THE CALIFORNIA SCHOOL PARAPROFESSIONAL
TEACHER TRAINING PROGRAM*

A PROGRESS REPORT TO THE LEGISLATURE

October 2002

THE CALIFORNIA SCHOOL PARAPROFESSIONAL TEACHER TRAINING PROGRAM: A Progress Report to the Legislature

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October 2002

The California Commission on Teacher Credentialing

State of California
Gray Davis, Governor
October 2002

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Executive Summary

Introduction

The primary purpose of the California School Paraprofessional Teacher Training Program is to create local career ladders that enable school paraprofessionals – including teachers’ assistants, library-media aides, and instructional assistants – to become certificated classroom teachers, in K-12 public schools. This important program was established by legislation (SB 1636) authored by Senator David Roberti and signed by Governor George Deukmejian in 1990. It became Chapter 1444 of the Statutes of 1990 adding sections 69619 to 69619.3 to the State Education Code. With amendments, these sections appear in Appendix A at the end of this report.

Section 44393 of the Education Code requires the California Commission on Teacher Credentialing to report to the Legislature regarding the status of the California School Paraprofessional Teacher Training Program. This report fulfills the Commission’s requirement to report to the Legislature the number of paraprofessionals recruited, the academic progress participating school paraprofessionals, the number of paraprofessionals recruited who are subsequently employed as teachers in the public schools, the degree to which the program meets the demand for bilingual and special education teachers, the degree to which the program or similar programs can meet the demand if properly funded and executed, and other effects of the program on the operation of the public schools.

Progress to Date

As of summer 2002, 406 of the original participants of the 1995 cohort have completed the program and are fully credentialed. This report describes progress made by remaining 270 original cohort members toward the completion of degrees and credentials as well as the 1,996 participants in the expansion program. This report is the Commission’s fifth progress report to the Legislature pursuant to Section 44393 of the Education Code.

Program History

The Legislature created this teacher-training program to respond to teacher shortages, improve the instructional services that are provided by school paraprofessionals, diversify the teaching profession, and establish innovative modes for teacher education. Because school paraprofessionals contribute to the education of hundreds of thousands of students in K-12 public schools, this group was the focus of the initial legislation. Follow-up legislation (Chapter 1220, Statutes of 1991) required that the program focus on the recruitment of paraprofessionals to specialize as bilingual and special education teachers.

This program expands the existing pool of fully-certificated California teachers by recruiting individuals from paraprofessional classifications (e.g., instructional aides, instructional assistants) into the teaching profession. The program core consists of academic scholarships to defray tuition, books and fee costs for paraprofessionals who earn college degrees and teaching credentials. Most of the paraprofessionals enter the program having completed relatively few

college courses. Each participant continues to serve as part-time paraprofessionals in K-12 schools while enrolled as a part-time college or university student. Therefore, program completion requires a long-term commitment by all participants, including the paraprofessional, participating school district, county office of education, institution of higher education and the State of California.

Initial program funding was in the 1994-95 State Budget which contained \$1.478 million in local assistance funds for program implementation, and added \$60,000 to the budget of the California Commission on Teacher Credentialing to administer the program.

Expansion of the California School Paraprofessional Teacher Training Program

Initial legislation identified the program as a pilot program and required recruitment of a maximum of 600 paraprofessionals from among 12 school districts from across the state. The program consisted of 13 program sites from January 1995 through June 1999. At its peak in 1997, the program served as many as 581 participants at a \$1.478 million funding level. The original 13 programs include the participation of 14 California Community Colleges and 14 California State University campuses. Currently, these 13 programs support 270 participants.

The 13 programs not only support participants by paying full tuition, all book costs and other institutional fees, but they also provide academic support, test preparation and payment of administrative fees for all state-mandated examinations, credential application and fingerprint processing fees and, in a number of instances, child care.

Recognizing the success of the program Legislators proposed program expansion in 1997. AB 352 and AB 353, Chapters 737 and 831, Statutes of 1997, re-authorized the program as the Wildman-Keeley-Solis Exemplary Teacher Training Act of 1997 (Education Code Sections 44390-44393). The Act mandated that as of January 1, 1998 the program must recruit a minimum of 600 candidates from among 24 school districts or county offices of education throughout California. Although the law required increased participant numbers no funding was provided to expand the program. These statutes appear in Appendix B at the end of this report.

The expansion legislation also specified a \$3,000 per year maximum expenditure allotment per participant. As with the original legislation, there is no requirement for local matching funds. Additionally, the 1997 legislation expanded authorized participation beyond the California Community Colleges and the California State University, to also include the University of California and private/independent colleges and universities with approved teacher preparation programs.

1999-2000 “Enhancing Professional Quality” Allocation

In January 1999, Governor Gray Davis identified the California School Paraprofessional Teacher Training Program as an important element of his education initiative, *Enhancing Professional Quality*, and included a \$10-million-dollar augmentation for program expansion in the 1999-2000 California State Budget.

On August 16, 1999, the Commission issued a Request for Proposals (RFP) which invited all district and county superintendents to compete for participation in the newly expanded program. Districts and county offices of education could apply singularly or as consortia. Interested school districts and county offices had until October 15, 1999 to respond to the RFP. Thirty-five proposals were received by the October 15, 1999 submission deadline and, of these, 31 were recommended for funding.

As a result, the program has grown 300% with the number of program participants increasing from 522 in 1999-2000 to 2,266 in spring 2002. It is anticipated that the remaining 270 original program participants will have attained full certification by December 2003. This report and all future reports will focus on participants included in the expansion program and will include information about those who have graduated from the program since 1995. Once additional data are compiled and analyzed, the Commission will submit additional progress reports to the Legislature.

The Paraprofessional Teacher Training Program Expansion Review Panel And Funding Criteria

On November 2-3, 1999 a panel of 11 experts, comprised of individuals representing those agencies identified in law, met to review the proposals submitted for consideration and to make individual funding recommendations. Panel members possess extensive experience in the development and administration of successful career ladder programs. The list of panel members is included in Appendix D at the end of this report.

Education Code Section 44393 identifies the criteria for funding of Paraprofessional Teacher Training Programs. The funding criteria were described in the RFP and used by the review panel to make a funding recommendation. The criteria are listed below.

1. Responsiveness to issues identified in the RFP,
2. Organized cohorts that are responsive to legislative priorities (bilingual crosscultural teachers, multiple subject teachers for any of grades K-3 inclusive, special education teachers, and other local needs),
3. Support provided for participating paraprofessionals,
4. Collaboration and articulation between LEAs and IHEs,
5. Career ladder in place or under development,
6. Well conceived multi-year plan to support paraprofessionals through the process,
7. Sufficient project staffing, and
8. Cost effectiveness.

Introduction to the California School Paraprofessional Teacher Training Program

Since the Paraprofessional Teacher Training Program was funded initially in 1994-95, it has produced 507 fully-credentialed program graduates and has enabled 2,266 other paraprofessionals to approach their goal of becoming certificated teachers. The program has achieved these successes by creating local career ladders that reward successful paraprofessionals with increasing responsibilities and compensation.

The Legislature and Office of the Governor established the program to address several key issues and challenges in California's public schools. These include the shortage of teachers, the value of improving instructional services to K-12 students, the need to diversify the teaching profession, and the opportunity to explore innovative models for teacher education. The statute called for the Commission to realize these goals by awarding grants, through a competitive process, to several school districts or county offices of education who would implement the program at local sites.

The Commission adopted a plan for implementing the Paraprofessional Teacher Training Program in August 1994. Four months later the Executive Director selected and the Commission confirmed 13 sites statewide to receive grants. These program sites have been operational since January 1995. In September 1996, the Commission resolved several policy questions about filling local program vacancies or replacing individual participants that complete the programs prior to others in the cohorts. The Commission elected to allow local project directors to fill vacancies with new paraeducators entering at academic levels that parallel the current, continuing program participants. This decision maximizes program productivity without prolonging unnecessarily the duration of local assistance grant awards.

The Legislature enacted Assembly Bills 352 and 353 (Scott, Wildman, et al.) and re-authorized the program under the Wildman-Keeley-Solis Exemplary Teacher Training Act of 1997. Among other changes, the Act authorized program expansion to serve a minimum of 600 participants but provided no funding to do so. However, Governor Gray Davis later identified the program as an important element of his education initiative, *Enhancing Professional Quality*, and allocated an additional \$10 million for program expansion in the 1999-2000 State Budget.

In June 2000, the Commission confirmed 29 additional sites to receive grants and these programs have been operational since July 2000. A total of 42 programs serve 2,266 participants, in 90 California public school districts and county offices of education.

The California School Paraprofessional Teacher Training Program is a teacher preparation and certification program. Paraprofessionals are expected to earn preliminary or professional clear certification within the timelines established by their programs and approved by the Commission. The program contributes to the pool of certificated classroom teachers by recruiting district and county office employees already serving as paraprofessionals to enter the teaching profession.

At its inception in 1995, there were 567 program participants. Since then, the number of individuals participating in the program has fluctuated, normally and predictably, during various points of program development. Currently, the program includes 425 male and 1,841 female paraprofessionals. The goal of each paraprofessional is to attain certification by earning a baccalaureate degree and completing a teacher preparation program. A full-time student with no prior collegiate coursework would typically complete the baccalaureate and teacher preparation requirements in five years of full-time study.

Since January 1995, the range of prior academic experience of program participants varied from completion of little or no postsecondary coursework (0 - 6 units) to completion of extensive prior coursework (90 or more units). As a result, the participants enter the program at different levels of academic attainment, and they enroll in postsecondary institutions as freshmen, sophomores, juniors and seniors. The typical teacher preparation and certification path for paraprofessionals begins with completion of community college coursework that articulates with a four-year college or university course of study for completion of the subject matter requirement for a teaching credential and a baccalaureate degree. After the degree is awarded, the individual enters a university or district internship program and completes professional preparation coursework and experiences. A preliminary or professional clear credential is issued at the conclusion of the internship. To maximize the productivity of the program, the Commission requires that local sponsors admit participants in *cohorts* such that all members of a cohort begin with approximately equal levels of prior coursework. This requirement also fosters the success of the program participants by emphasizing the important role of *peer support* as the participants progress through their collegiate and professional studies.

All participants must continue to work as part-time paraprofessionals during enrollment in the program. To remain in the program, they must also adhere to its academic standards, including completion of a minimum number of units per quarter/semester, and maintenance of a minimum grade point average. Most of the participants have families, and many function as the heads of their households. Because of these professional, academic and personal requirements, almost all program participants are part-time students. Taking all of these factors into consideration, it may take as many as seven years of part-time study for a participant who has little or no prior coursework to earn a baccalaureate degree and complete a teacher education program. While the participants' status as part-time students has the effect of prolonging their completion of the program, it does not increase the program's overall costs, because the part-time enrollees are charged part-time college and university tuition fees.

A total of 507 participants have graduated from the program and have become fully-certificated teachers during the seven years since January 1995. The original 13 programs produced 406 of the 507 graduates. Of these, 45 participants had completed extensive coursework prior to entering the program, and a few had previously earned baccalaureate degrees. Nevertheless, all of the 406 participants achieved full certification as classroom teachers less than seven years after entering the program.

Since July 2000, just two years after program expansion, 13 of the expansion programs have produced a total of 101 graduates. This swift production of fully credentialed teachers is a result of local recruitment of paraprofessionals with advanced levels of academic training and who

already held baccalaureate degrees. The Commission anticipates that the additional 488 participants currently enrolled in teacher preparation programs will graduate with full teacher certification within the next 12 to 24 months. This will bring the program's total output to 995 fully-credentialed teachers produced for California's public schools. To evaluate the success and effectiveness of the California School Paraprofessional Teacher Training Program, its productivity should be viewed in light of the fact that all of the participants must work and maintain families and households while completing college and university coursework for academic degrees and professional certification.

Progress Report on the Program Sites

Program sites have utilized various approaches to implement the state law. There are, however, some common components among the programs including, the support that is provided to the participants, as mandated by law. Besides the Commission-provided financial support, personal support comes from the local education agency, participating colleges and universities, and cohort members.

Local Education Agency Support

Local education agencies are the first sources of career-ladder support for paraprofessionals. Support by school districts takes many different forms, including: tutoring, California Basic Educational Skills Test (CBEST) preparation training, Multiple Subject Assessment for Teachers (MSAT) preparation training, mentoring, and in-kind contributions. At each of the sites, the project coordinator establishes an accountability relationship with each paraeducator by reviewing transcripts and obtaining grade reports at the conclusion of each quarter or semester. This enables the coordinator to discern if the paraeducator is positively progressing through the program. If the paraeducator is not making progress, then the coordinator can refer the individual to a particular tutoring session that is provided either by the school district or by the college or university. In many cases a paraeducator obtains informal tutoring from a certificated teacher at the school of employment, which supplements formal instruction in the program.

Basic skills tutoring and CBEST preparation are an important form of support that school districts offer participants. Most of the program sites attempt to prepare the paraeducators for the CBEST early in their academic pursuits, so they may attempt the CBEST and pass the examination while their academic skills are in active use.

Success for paraeducators can also be attributed to the mentoring programs that the projects provide. Many program sites select a teacher to serve as a Support Provider or Mentor for the cohort. The duties and responsibilities of the Support Provider include, but are not limited to: guiding paraeducators along the career path, assisting paraeducators in finding individual training opportunities, demonstrating teaching activities, and guiding paraeducators through district bureaucracy.

Local education agencies also demonstrate their support with in-kind contributions that include office space for study groups or cohort meetings, consumable supplies, equipment rental, staff

time, and release time for the paraeducators. Programs have also enjoyed the support of their local classified and certificated employee unions.

College and University Support

The second source of support is the college or university. All sites offer both degree advisors and teaching credential advisors. This provides the participants with resources to navigate their way through their degree and credential programs. The proximity of the advisors makes them readily available to the paraeducators. All of the projects include college and university staff and administrators as members of their advisory councils, which gives the program visibility on the respective campuses.

Cohort Support

In discussions with the paraeducators, the source of support most often mentioned is the support provided by the paraeducators themselves. This peer support takes many forms. Most of the local programs hold monthly or bimonthly cohort meetings where the paraeducators can discuss, with their fellow paraeducators, problems they may be having in college classes being taken, problems in the classrooms in which they are working and problems experienced on a personal level. Hearing how others have solved similar problems seems to give the paraeducators encouragement, and fosters a supportive and collegial environment within the cohort.

To maximize cohort support, the Program Directors hold cohort meetings and invite guest speakers to discuss topics that are relevant to the paraeducators. For example, programs utilize members of their cohorts who have majored in mathematics to tutor other members so that they may be successful in passing the math portion of CBEST. Participants also provide other forms of support such as car-pooling, a cohort library, and study groups, which some paraeducators feel are as important as other forms of support.

Program Accomplishments

Program success is attributed to:

1. The type and level of support, guidance and assistance provided participants, which includes the personal nurturing of cohort members by program directors and coordinators and by postsecondary advisors and program coordinators;
2. Payment of tuition, other institutional fees and book costs; and
3. Direct access to not only a local education agency contact person but access to a contact person at each community college and four-year college and university campus.

One of the major successes of the program is the collaboration between school districts and postsecondary institutions. These successful collaborative partnerships strengthen relationships between local education agencies and postsecondary institutions. Advisory councils comprised of school district administrators, college and university administrators and teacher representatives have been appointed.

Another major success is the retention rate. From January 1995 through June 1999 the program had a 100% retention rate in teaching. Of the 507 fully-credentialed graduates trained through the program 494 are still employed in California public schools. Two graduates who are no longer teaching in California are serving as teachers out-of-state and one graduate is taking a leave but will return to teaching within the next two years. Due to these developments, the retention rate for California service is 97%. The program's retention rate is due, in part, to the fact that participants have experience in classroom settings. In most instances participants have served in a classroom environment for more than eight years. Therefore, program graduates do not experience the culture shock that might be experienced by individuals with little or no classroom experience.

The local projects are using a significant range of program models, which will assist the Commission in its overall evaluation of the effectiveness of career ladder programs for recruitment.

Introduction to the Status Report

Since its inception, each California School Paraprofessional Teacher Training Program has been required to report to the Commission on an annual basis. Each local program is asked to provide the following information:

- (1) The number, by racial and ethnic classification of school paraprofessionals participating in the program
- (2) The number and racial and ethnic classification of school paraprofessionals who have successfully completed the program
- (3) The total annual cost per person participating in the pilot program, based upon all state, local, federal and other sources of funding
- (4) The economic status of individuals participating in the program, including
 - (a) The income range of the family:
Under \$10,000
\$10,000-\$20,000
\$20,000-\$30,000
\$30,000-\$40,000
\$40,000-\$50,000
over \$50,000
 - (b) Whether the paraeducator is the head of the household and the number of household members
 - (c) Whether the paraeducator pays for his/her own medical benefits
- (5) A description of financial and other resources made available to the program by participating school districts, county offices of education, California Community Colleges, California State University campuses,

and other participating organizations

- (6) A budget that accounts for the grant funds used to date and projected expenses to the end of the calendar year
- (7) The status of each participant in the program (units completed, projected time-to-degree, credential area, attending school full-time or part-time, courses taken in the last year)
- (8) A narrative description of the successes and challenges experienced to date in the implementation of the program, including any anticipated modifications to the program
- (9) The status of the career ladder (Is a career ladder in place? If so, does it include salary compensation? Is professional growth credit awarded?)

Current Status of the Paraprofessional Teacher Training Program

Most information in this report came from Annual Reports by the 42 local programs. In addition, information is included from other sources such as that gathered at meetings with program directors and coordinators in 2002. All data sources are indicated at the top of each data table on the following pages.

This program status report consists of 10 data tables and a conclusion. An analytic summary of each table is provided below. The summaries precede the corresponding tables.

Data Table 1: Growth of the California School Paraprofessional Teacher Training Program

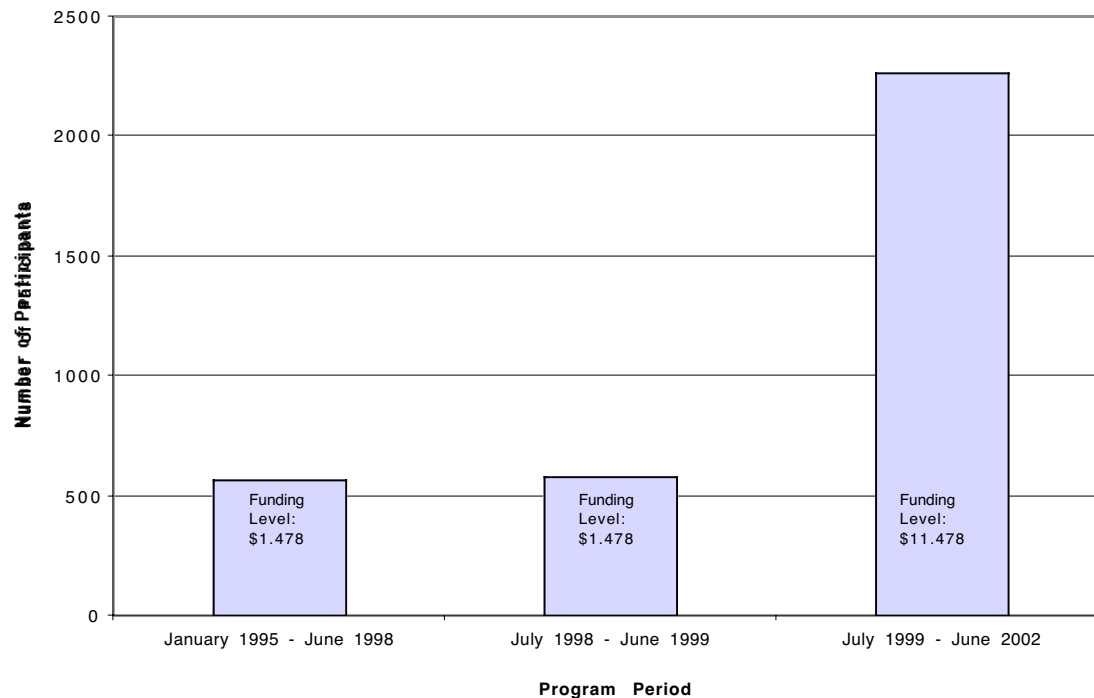
Governor Gray Davis identified the California School Paraprofessional Teacher Training Program as an important element of his education initiative, *Enhancing Professional Quality*, and allocated \$10 million in the 1999-2000 California State Budget for program expansion. Data Table 1 shows annual participant levels and that the paraprofessional program has grown more than 300%, from 13 to 42 local programs serving 2,266 participants at a funding level of \$11.478 million.

Initial legislation does not include a per capita figure for the original 13 program sites, although the Commission requires the cost of tuition, books and fees to comprise more than one half of each local program's budget. These programs support participants by paying full tuition, all book costs and other institutional fees at an average of \$2,557 per participant. The original 13 sites currently serve 270 participants. It is anticipated that remaining participants of the original program will graduate with full teacher certification by December 2003.

The 29 expansion programs are allocated a maximum of \$3000, per paraprofessional, per year. There continues to be great interest expressed by school district and county office administrators in establishing local programs. With one exception, all expansion programs have developed waiting lists of prospective participants. As candidates graduate from the program administrators are allowed to backfill to sustain current participant levels.

**Status Report Data Table 1:
Number of Participants in Paraprofessional Programs and Funding Level
by Program Year**

(Data Source 2001-02 Annual Reports)



Annual Program Participation

Program Year	Number of Programs	Participant Numbers
1995-96	13	567
1996-97	13	580
1997-98	13	578
1998-99	13	573
1999-2000	13	522
2000-01	42	2,268
2001-02	42	2,266

Data Table 2: Common Attributes of Local Programs in the California School Paraprofessional Teacher Training Program

In addition to requirements mandated by statute and the grant conditions established by the Commission, the 42 local California School Paraprofessional Teacher Training Programs have several excellent attributes that, although not "common" in the typical meaning of the word, are included in each local program. Table 2 describes these "common program components" that contribute to the success of the statewide program.

Status Report Data Table 2: Common Attributes of 42 Local Programs in the California School Paraprofessional Teacher Training Program

(Data Source: 2001-2002 Annual Reports)

All 42 programs:

- (1) Include a program administrative staff that consists of stakeholders who also serve as a decision-making body.
- (2) Include open and continuous communication between participants, program directors, program coordinators and local education agencies.
- (3) Include personal nurturing by PTTP Directors, Coordinators, administrative staff, and teacher preparation program coordinators and counselors.
- (4) Include highly successful collaboration efforts between local education agencies and institutions of postsecondary education.
- (5) Include ongoing needs assessment and monitoring of the academic progress of each participant, including a personal needs assessment.
- (6) Require that each participant complete a minimum number of units per quarter/semester. Participants must also maintain a minimum grade point average in order to remain in the program.
- (7) Include a billing process, established between the local education agencies and postsecondary institutions. This process is administered by each project's administrative staff and relieves participant anxieties regarding payment of tuition, other institutional fees and book costs.

Table 2 Continued: Common Attributes of Local Programs

- (8) Include extensive support and assistance provided by each project's administrative staff, local education agencies and institutions of postsecondary education in order to facilitate each participant's expeditious progress through baccalaureate degree and professional preparation programs. Support may include:
 - priority enrollment and entry into required courses for program participants;
 - tutorial support, and access to technology labs;
 - credential test preparation workshops and study sessions several times per year;
 - regularly scheduled academic advising as well as informal personal counseling; and
 - theme specific workshops and instructional methodology workshops throughout the year.
- (9) Encourage peer mentoring.
- (10) Include regularly-scheduled cohort meetings which are held throughout the year.
- (11) Offer facilities, provided by the local education agencies and/or institutions of postsecondary education, for meetings, workshops, classes and social gatherings such as awards ceremonies.
- (12) Include flexible work schedules granted by local education agencies so that participants may attend college classes and cohort meetings.
- (13) Include a racial and ethnic make-up of participants which mirrors that of the student population of the local education agencies served by the projects.
- (14) Include facilitation of a seamless transition into the teaching profession by providing all those hired with Mentor Teacher Support, Beginning Teacher Support and Assessment (BTSA) Program participation, Alternative Certification Program and/or District Internship Program participation.
- (15) Include the development and maintenance of program files and a Plan of Study for each participant.
- (16) Have mutually benefited from partnerships between the postsecondary institutions and the local education agencies. As a result of these relationships, the California School Paraprofessional Teacher Training program has helped to solidify partnerships between the participating institutions and various other career ladder programs within the local education agencies.

Data Table 3: Local Education Agency, California Community College and Four-Year College and University Program Participants

State law mandates that participating local education agencies enter into articulation agreements with participating campuses of the California Community Colleges and/or the California State University, University of California and private institutions of higher education that offer accredited teacher training programs. Table 3 shows that the 42 local programs have entered into formal written articulation agreements with 35 campuses of the California Community Colleges, 17 California State University campuses, 2 campuses of the University of California and 4 independent colleges and universities. These partnerships with postsecondary institutions contribute to the program's goal of creating innovative teacher education models. It should also be noted that program participants are being trained for service in 90 school districts and county offices of education.

Status Report Data Table 3: Local Education Agency, California Community College and California State University Program Participants Original 13 Programs

(Data Source: 2001-2002 Annual Report)

PROGRAM SITES	PARTICIPATING LOCAL EDUCATION AGENCIES	PARTICIPATING CAMPUS OF THE CALIFORNIA COMMUNITY COLLEGE	PARTICIPATING UNIVERSITY
Anaheim Program	Anaheim City School District Centralia School District Cypress School District Magnolia School District		California State University, Long Beach
Azusa Program	Azusa Unified School District Charter Oak School District	Citrus Community College	California State University, Los Angeles
Chula Vista Program	Chula Vista Elementary School District	Southwestern Community College	San Diego State University
Clovis/Fresno Program	Clovis Unified School District Fresno Unified School District		California State University, Fresno
Glendale Program	Glendale Unified School District		California State University, Los Angeles
Lodi/Redding Program	Lodi Unified School District New Hope Elementary School District Galt Joint Union School District Enterprise School District Shasta County Office of Education	San Joaquin Delta Community College	California State University, Stanislaus California State University, Chico
Los Angeles Program	Los Angeles Unified School District		California State University, Dominguez Hills

TABLE 3 Continued: Original 13 Program Participants

PROGRAM SITES	PARTICIPATING LOCAL EDUCATION AGENCIES	PARTICIPATING CAMPUS OF THE CALIFORNIA COMMUNITY COLLEGE	PARTICIPATING UNIVERSITY
Merced Program	Merced City School District Atwater Elementary School District Livingston Union School District Planada Elementary School District Weaver Elementary School District Winton Elementary School District	Merced Community College	California State University, Stanislaus
Oakland Program	Oakland Unified School District	Laney Community College	California State University, Hayward
San Francisco Program	San Francisco Unified School District	City College of San Francisco	San Francisco State University
San Jose Program	San Jose Unified School District		San Jose State University
Stockton Program	Stockton Unified School District	San Joaquin Delta Community College	
Ventura County Program	Hueneme School District Ventura Unified School District Oxnard Elementary School District Rio School District	Ventura Community College Oxnard Community College Moorpark Community College	California State University, Northridge (Ventura Campus)
TOTAL : 13	30	10	14

Status Report Data TABLE 3 Continued: Expansion Programs

PROGRAM SITES	PARTICIPATING LOCAL EDUCATION AGENCIES	PARTICIPATING CAMPUS OF THE CALIFORNIA COMMUNITY COLLEGE	PARTICIPATING UNIVERSITY
Anaheim Program	Anaheim Union High School District Anaheim City School District	Fullerton Community College	California State University, Fullerton
Antelope Program	Antelope Valley Union High School District	Antelope Valley Community College	California State University, Bakersfield
Azusa Program	Azusa Unified School District	Citrus Community College	California State University, Los Angeles
Bellflower Program	Bellflower Unified School District ABC Unified School District	Cerritos Community College	California State University, Long Beach
Clovis/Fresno Program	Clovis Unified School District Fresno Unified School District	Fresno City College Reedley College	California State University, Fresno
Fresno County Program	Fresno County Office of Education	Fresno City College Reedley Community College West Hills Community College	California State University, Fresno Fresno Pacific University

TABLE 3 Continued: Expansion Program Participants

PROGRAM SITES	PARTICIPATING LOCAL EDUCATION AGENCIES	PARTICIPATING CAMPUS OF THE CALIFORNIA COMMUNITY COLLEGE	PARTICIPATING UNIVERSITY
Glendale Program	Glendale Unified School District	Glendale Community College	California State University, Los Angeles California State University, Northridge
Hayward Program	Hayward Unified School District	Chabot Community College	California State University, Hayward
Kings County Program	Kings County Office of Education Armona Union School District Central Union School District Corcoran Joint Unified School District Delta View Joint Union School District Island Union School District Kit Carson Union School District Lakeside Union School District Leemore Union School District Leemore Union High School District Pioneer Union School District Hanford Joint Union High School District Kings River Hardwick School District	West Hills Community College College of Sequoias College of Sequoias	California State University, Fresno Fresno Pacific College Fresno Pacific College Chapman University Chapman University
Lennox Program	Lennox School District	EL Camino Community College	California State University, Dominguez Hills
Lodi Program	Lodi Unified School District	San Joaquin Delta Community College	California State University, Stanislaus
Long Beach Program	Long Beach Unified School District	None	California State University, Long Beach
Los Angeles Program	Los Angeles Unified School District	Los Angeles City College East Los Angeles College Los Angeles Southwest College Los Angeles Mission College Los Angeles Valley College West Los Angeles College	California State University, Los Angeles California State University, Dominguez Hills California State University, Long Beach California State University, Northridge
Merced Program	Merced City School District Alview Dairyland Union School District Atwater Elementary School District Chowchilla Elementary School District Delhi Unified School District	Merced Community College	California State University, Stanislaus

TABLE 3 Continued: Program Expansion Participants

PROGRAM SITES	PARTICIPATING LOCAL EDUCATION AGENCIES	PARTICIPATING CAMPUS OF THE CALIFORNIA COMMUNITY COLLEGE	PARTICIPATING UNIVERSITY
Merced Program continued	Dos Apalos-Oro Loma School District Hilmar Unified School District LeGrand Elementary School District Livingston Union School District Merced County Office of Education Planada Elementary School District Winton Elementary School District	Merced Community College	California State University, Stanislaus
Monterey County Program	Monterey County Office of Education Greenfield Union School District King City High School District Monterey Peninsula Unified School District North Monterey County Unified School District Salinas City School District San Lucas Union School District Soledad Unified School District	Hartnell Community College Monterey Peninsula College	California State University, Monterey Bay California State University, Sacramento
Napa Program	Napa Valley Unified School District	Napa Valley Community College	Pacific Union College Chapman University Sonoma State University
Oceanside Program	Oceanside Unified School District	Mira Costa Community College	CSU San Marcos
Ontario-Montclair Program	Ontario-Montclair School District	Mt. San Antonio Community College	Cal State Polytechnic University, Pomona
Orange County Program	Orange County Department of Education Brea Olinda Unified School District Capistrano Unified School District Cypress School District Magnolia School District Orange Unified School District Saddleback Valley Unified School District Santa Ana Unified School District	Santa Ana Community College Saddleback Community College	California State University, Fullerton
Palmdale Program	Palmdale School District	Antelope Valley Community College	California State University, Bakersfield
Riverside County Program	Riverside County Office of Education	Riverside Community College College of the Desert	California State University, San Bernardino

TABLE 3 Continued: Expansion Program Participants

PROGRAM SITES	PARTICIPATING LOCAL EDUCATION AGENCIES	PARTICIPATING CAMPUS OF THE CALIFORNIA COMMUNITY COLLEGE	PARTICIPATING UNIVERSITY
Riverside School District Program	Riverside Unified School District	Riverside Community College	California State University, San Bernardino University of California, Riverside
San Francisco Program	San Francisco Unified School District	City College of San Francisco	San Francisco State University
San Jose Program	San Jose Unified School District	San Jose Evergreen Community College District	San Jose State University
Stockton Program	Stockton Unified School District	San Joaquin Delta Community College	California State University, Stanislaus
Sweetwater Program	Sweetwater Union High School District	Southwestern Community College	San Diego State University
West Contra Costa Program	West Contra Costa Unified School District	Contra Costa Community College	California State University, Hayward
Ventura County Program	Ventura County Schools Conejo Valley School District Fillmore Unified School District Hueneme Elementary School District Las Virgines Unified Moorpark Unified School District Ocean View Elementary School District Ojai Unified School District Oxnard Elementary School District Oxnard Union High School District Pleasant Valley Elementary School District Rio Elementary School District Santa Paula Union High	Ventura Community College Oxnard Community College Moorpark Community College	California State University, Northridge (Channel Islands Campus) California Lutheran University University of California, Santa Barbara
TOTAL: 29	90	35	23*

*17 California State Universities, 2 University of California campuses, 4 Independent Colleges and Universities

Data Table 4: Ethnic Diversity of Current Participants and Program Graduates

One purpose of the California School Paraprofessional Teacher Training Program is to diversify the teaching profession. Information included in Table 4 indicates that the program is serving a culturally diverse population and has produced a culturally diverse group of program graduates.

Table 4 includes the ethnic groups represented by the program participants who responded to the spring 2002 survey question regarding ethnicity. Of the 2,222 current participants who responded, 71% are members of ethnic minority groups.

A total of 485 program graduates responding to the survey question regarding ethnicity, and, of those, 79 % are members of ethnic minority groups.

Status Report Data Table 4:
Current Participants and Program Graduates by Ethnicity
(Data Source: 2001-2002 Annual Reports)

Current Program Participants
(Program Year 2001-02)

Ethnicity	Numbers
African American	226
Armenian	23
Asian (Chinese, Korean and Japanese)	49
Filipino	21
Mexican American/Hispanic	1150
Middle Eastern	27
Native American/American Indian	14
Pacific Islander	14
Southeast Asian (Hmong, Cambodian, Lao, Mien, and Vietnamese)	66
White Non-Hispanic	600
Other White	32
TOTAL:	2,222¹

Program Graduates
(Program Year 2001-02)

Ethnicity	Numbers
African American	30
Armenian	44
Asian (Chinese, Korean and Japanese)	26
Filipino	25
Mexican American/Hispanic	203
Middle Eastern	7
Native American/American Indian	1
Pacific Islander	0
Southeast Asian (Hmong, Cambodian, Lao, Mien, and Vietnamese)	51
White Non-Hispanic	65
Other White	33
TOTAL:	485²

¹ Of the 2,266 program participants, 2,222 responded to the survey question regarding ethnicity.

² Of the 507 program graduates, 485 responded to the survey question regarding ethnicity.

Data Table 5: Academic Standing of Paraprofessional Program Participants

The primary purpose of the California School Paraprofessional Teacher Training Program is to create a career ladder that enables school paraprofessionals to become certificated classroom teachers. Table 5 shows that 2,248 participants identified their academic standing. Of those, 1,515 are currently enrolled in coursework at participating campuses of four-year colleges and universities. This number represents 66.9% of all program participants. Of the 1,515 four-year college and university enrollees, 488 are enrolled in teacher preparation programs, and the other 1,027 are enrolled in Bachelor's degree programs. The remaining are enrolled in community college courses/programs. Participants who are currently enrolled in teacher preparation programs can attain full certification within the next one to two years. To the extent possible, participants enrolled in a bachelor's degree program are supported and guided through a subject matter program. Completion of the subject matter program allows participants to enter student teaching or an internship program without being required to complete the subject matter examinations.

Status Report Data Table 5:

Academic Standing of Paraprofessional Program Participants

Spring 2001(Original 13 Programs)

(Data Source: 2001-2002 Annual Reports)

Paraprofessional Program Participants		Academic Standing of Program Participants		
Program Sites	Total Numbers of Participants	Attending Community Colleges	Attending 4- Year Colleges/ Universities: Enrolled in B.A. Degree Programs	Attending 4- Year Colleges/ Universities: Enrolled in Credential Programs
Anaheim High School District	14	0	5	9
Azusa Unified School District	9	0	3	6
Chula Vista Elementary School District	8	0	4	4
Clovis/Fresno Unified School District	6	0	1	5
Glendale Unified School District	2	0	0	2
Lodi/Redding Unified School District	20	2	11	7
Los Angeles Unified School District	23	0	0	23
Merced Consortium	43	12	21	10

Oakland Unified School District	29	5	10	14
San Francisco Unified School District	59	2	10	47
San Jose Unified School District	8	0	2	6
Stockton Unified School District	21	0	1	20
Ventura Consortium	28	8	9	11
TOTALS:	270	29	77	164

Status Report Data Table 5 (Continued):
Academic Standing of Paraprofessional Program Participants
Spring 2001 Expansion Programs
(Data Source: 2001-2002 Annual Reports)

Paraprofessional Program Participants		Academic Standing of Program Participants		
Program Sites	Total Numbers of Participants	Attending Community Colleges	Attending 4- Year Colleges/ Universities: Enrolled in B.A. Degree Programs	Attending 4- Year Colleges/ Universities: Enrolled in Credential Programs
Anaheim Union	18	7	6	5
Antelope Valley Union	35	20	15	0
Azusa Unified School District	32	29	3	0
Bellflower Unified School District	20	9	10	1
Chula Vista Unified School District	23	13	6	4
Clovis/Fresno Unified School District	105 ³	13	52	26
Fresno County Office of Education	115 ⁴	12	83	16
Glendale Unified School District	34	5	19	10
Hayward Unified School District	30	19	10	1
Kings County Office of Education	72	47	23	2

³ 14 did not respond.

⁴ 4 did not respond.

Lennox Unified School District	35	4	26	5
Lodi Unified School District	22	17	3	2
Long Beach Unified School District	15	0	4	11
Los Angeles Unified School District	404	71	248	85
Merced Unified School District	160	79	71	10
Monterey County Office of Education	95	43	47	5
Napa Valley Unified School District	17	8	7	2
Oceanside Unified School District	20	11	8	1
Ontario-Montclair Unified School District	42	23	18	1

**Status Report Data Table 5 (Continued):
Academic Standing of Paraprofessional Program Participants
Spring 2001 Expansion Programs
(Data Source: 2001-2002 Annual Reports)**

Paraprofessional Program Participants		Academic Standing of Program Participants		
Program Sites	Total Numbers of Participants	Attending Community Colleges	Attending 4- Year Colleges/ Universities: Enrolled in B.A. Degree Programs	Attending 4- Year Colleges/ Universities: Enrolled in Credential Programs
Orange County Office of Education	137	46	42	49
Palmdale Unified School District	54	32	20	2
Riverside County Office of Education	45	31	5	9
Riverside Unified School District	28	12	13	3
San Francisco Unified School District	72	1	41	30
San Jose Unified School District	64	30	33	1

Stockton Unified School District	44	23	20	1
Sweetwater Union High School District	20	8	8	4
Ventura County Office of Education	202	65	99	38
West Contra Costa Unified School District	36	26	10	0
EXPANSION TOTALS:	1,996	704	950	324
ORIGINAL 13 PROGRAMS	270	29	77	164
GRAND TOTALS:	2,266	733*	1,027*	488*

*These totals reflect the 2,248 participants who responded to the survey.

Data Table 6: Certification Goals of Program Participants

The law requires the Paraprofessional Teacher Training Program to focus on recruiting teachers for bilingual education, special education, K-3 teachers to facilitate class size reduction, and teachers to fulfill a local education agency's own specific teacher needs. Table 6 shows that there are 1,172 paraprofessionals pursuing either a special education or a Bilingual Crosscultural Language and Academic Development (BCLAD) teaching credential. This number represents 51 % of all program participants, and indicates that the program is achieving this significant educational purpose. We are pleased to report that participants in three programs (Antelope Valley High School District, Riverside County Office of Education, and Sweetwater High School District) are seeking special education certification exclusively.

Education Code Section 44393(b)4 identifies recruitment of multiple subject credentialed teachers interested in teaching kindergarten or any of grades 1 to 3 to facilitate class size reduction; however, participating districts did not have paraprofessionals who met the education requirements identified in law. Although there is a total of 569 participants seeking a multiple subject credential with a Crosscultural Language and Academic Development (CLAD) Emphasis to teach English Language Learners, and an additional 430 seeking a non-emphasis multiple subject credential, no program includes a cohort seeking K-3 service only.

Status Report Data Table 6: Participant Certification Goals and Totals Original 13 Programs

(Data Source 2001-02 Annual Reports)

Paraprofessional Program Participants		Certification Goals						Total Responses
Program Sites	Total Numbers of Participants	Bilingual Crosscultural Language and Academic Development (BCLAD)	Special Education	Crosscultural Language and Academic Development		Multiple Subject	Single Subject	
				MS	SS			
Anaheim High School District	14	0	6	2	3	1	2	14
Azusa Unified School District	9	7	0	2	0	0	0	9
Chula Vista Elementary School District	8	3	5	0	0	0	0	8
Clovis/Fresno Unified School District	6	3	2	1	0	0	0	6
Glendale Unified School District	2	0	0	1	1	0	0	2
Lodi Unified School District	20	9	3	5	2	1	0	20
Los Angeles Unified School District	23	15	6	2	0	0	0	23
Merced Unified School District	43	27	11	5	0	0	0	43
Oakland Unified School District	29	16	6	6	1	0	0	29
San Francisco Unified School District	59	14	25	13	7	0	0	59
San Jose Unified School District	8	3	2	3	0	0	0	8
Stockton Unified School District	21	14	2	5	0	0	0	21
Ventura Consortium	28	13	6	5	0	0	4	28
TOTALS:	270	124	74	50	14	2	6	270

Status Report Data Table 6 (Continued): Participant Certification Goals and Totals
Expansion Programs (Data Source 2001-02 Annual Reports)

Paraprofessional Program Participants		Certification Goals						Total Responses
Program Sites	Total Numbers of Participants	Bilingual Crosscultural Language and Academic Development (BCLAD)	Special Education	Crosscultural Language and Academic Development		Multiple Subject	Single Subject	
				MS	SS			
Anaheim Union	18 ⁵	1	3	6	4	2	1	17
Antelope Valley Union	35	5	17	11	0	2	0	35
Azusa Unified School District	32	22	1	9	0	0	0	32
Bellflower Unified School District	20	2	4	2	0	11	1	20
Chula Vista Unified School District	23	7	16	0	0	0	0	23
Clovis/Fresno Unified School District	105 ⁶	51	20	9	10	7	0	97
Fresno County Office of Education	115 ⁷	70	14	10	7	10	0	111
Glendale Unified School District	34	5	6	17	6	0	0	34
Hayward Unified School District	30	11	6	8	1	4	0	30
Kings County Office of Education	72	27	18	27	0	0	0	72
Lennox Unified School District	35	35	0	0	0	0	0	35
Lodi Unified School District	22	12	7	1	2	0	0	22
Long Beach Unified School District	15	4	0	11	0	0	0	15
Los Angeles Unified School District	404	56	39	47	3	227	32	404
Merced Unified School District	160	73	30	50	7	0	0	160

⁵ 1 did not respond.

⁶ 8 did not respond.

⁷ 4 did not respond

**Status Report Data Table 6 (Continued): Participant Certification Goals and Totals
Expansion Programs**

(Data Source 2001-02 Annual Reports)

Paraprofessional Program Participants		Certification Goals						Total Responses
Program Sites	Total Numbers of Participants	Bilingual Crosscultural Language and Academic Development (BCLAD)	Special Education	Crosscultural Language and Academic Development		Multiple Subject	Single Subject	
				MS	SS			
Monterey County Office of Education	95	43	4	39	9	0	0	95
Napa Unified School District	17	4	2	7	4	0	0	17
Oceanside Unified School District	20	0	6	14	0	0	0	20
Ontario-Montclair Unified School District	42	1	3	38	0	0	0	42
Orange County Office of Education	137	3	33	69	9	16	7	137
Palmdale Unified School District	54	10	12	31	1	0	0	54
Riverside County Office of Education	45	0	45	0	0	0	0	45
Riverside Unified School District	28	13	6	6	3	0	0	28
San Francisco Unified School District	72	18	26	17	11	0	0	72
San Jose Unified School District	64	24	4	31	5	0	0	64
Stockton Unified School District	44	7	27	10	0	0	0	44
Sweetwater High School District	20	0	20	0	0	0	0	20
Ventura County Office of Education	202 ⁸	63	25	38	11	44	16	197
West Contra Costa Unified School District	36	9	4	11	0	12	0	36
TOTALS:	1,996	576	398	519	93	335	57	1,978
ORIGINAL 13 PROGRAMS:	270	124	74	50	14	2	6	270
GRANDTOTALS	2,266	700	472	569	107	337	63	2,248*

*This total reflects those who responded to the survey.

⁸ 5 did not respond.

Data Table 7: California Basic Educational Skills Test (CBEST) Passage Data

In addition to completion of a teacher preparation program, the requirements for California teacher certification include passage of the California Basic Educational Skills Test (CBEST). This test assesses each individual's basic skills in reading, writing and mathematics. However, many of the program participants view the exam as challenging, especially paraprofessionals who are not native speakers of English.

Participants in the Paraprofessional Teacher Training Program are encouraged to take the test as soon as they complete a basic college course in mathematics. Participants are advised that taking the CBEST early will relieve their anxiety about the exam and will allow them to determine what type(s) of tutorial support may be needed. It should be noted that CBEST test preparation and tutorials are provided each quarter/semester by participating school districts, county offices of education and universities.

Table 7 includes information about the numbers of program participants who had taken the CBEST prior to or during 2001-02, the numbers who had passed the entire test, and the numbers of participants who had passed one or two sections of the exam. Of the 2,266 participants, 978 had taken the CBEST in 2001-02 or earlier. This represents 43% of all 2001-02 participants. This is a significant accomplishment since paraprofessionals are not required to take CBEST for employment and the majority are from language backgrounds that make the exam challenging. It should also be noted that although 488 participants are enrolled in teacher preparation programs, 650 participants already passed the entire examination and have met this state teacher certification requirement. The other program participants not included in these totals are (1) completing college courses in mathematics, reading and writing; (2) participating in supplementary workshops on test-taking skills; and (3) receiving accurate feedback about their skill levels when they take the CBEST examination.

**Status Report Data Table 7:
California Basic Educational Skills Test Passage Data Current Program Participants
Original 13 Programs**

(Data Source 2001-02 Annual Reports)

Program Sites	Total Numbers of Participants	Numbers of Participants Who Have Taken the Exam and % of Total Number of Participants		Numbers of Participants Who Have Passed the Entire CBEST Exam	Numbers of Participants Who Have Passed One or Two Sections of the CBEST Exam
		N	%		
Anaheim High School District	14	12	85	12	0
Azusa Unified School District	9	9	100	8	1
Chula Vista Elementary School District	8	6	75	5	1
Clovis/Fresno Unified School Districts	6	6	100	4	2
Glendale Unified School District	2	2	100	2	0
Lodi/Redding Consortium	20	12	60	8	3
Los Angeles Unified School District	23	23	100	23	0
Merced Area Consortium	43	31	72	19	7
Oakland Unified School District	29	21	72	11	9
San Francisco Unified School District	59	59	100	45	14
San Jose Unified School District	8	8	100	7	1
Stockton Unified School District	21	20	95	13	5
Ventura Consortium	28	17	60	9	7
TOTALS:	270	226	83%	166	50

Status Report Data Table 7 (Continued): California Basic Educational Skills Test Passage Data

Expansion Programs

(Data Source 2001-02 Annual Reports)

Program Sites	Total Numbers of Participants	Numbers of Participants Who Have Taken the Exam and % of Total Number of Participants		Numbers of Participants Who Have Passed the Entire CBEST Exam	Numbers of Participants Who Have Passed One or Two Sections of the CBEST Exam
		N	%		
Anaheim Union	18	7	38	5	1
Antelope Valley Union	35	28	80	4	3
Azusa Unified School District	32	12	37	3	7
Bellflower Unified School District	20	2	10	2	0
Chula Vista Elementary School District	23	3	13	3	0
Clovis/Fresno Unified School Districts	105	60	57	55	5
Fresno County Office of Education	115	50	43	39	9
Glendale Unified School District	34	20	58	11	6
Hayward Unified School District	30	4	13	3	1
Kings County Office of Education	72	28	38	19	9
Lennox Unified School District	35	19	54	14	5
Lodi Unified School District	22	8	36	2	4
Long Beach Unified School District	15	14	93	12	2
Los Angeles Unified School District	404	88	21	51	24
Merced Unified School District	160	47	29	32	11
Monterey County Office of Education	95	23	24	12	3
Napa Unified School District	17	6	35	2	4
Oceanside Unified School District	20	6	30	5	1
Ontario –Montclair Unified School District	42	7	16	3	3
Orange County Office of Education	137	59	43	39	20
Palmdale Unified School District	54	8	14	6	2

Status Report Data Table 7 (Continued): California Basic Educational Skills Test Passage Data

Expansion Programs

(Data Source 2001-02 Annual Reports)

Program Sites	Total Numbers of Participants	Numbers of Participants Who Have Taken the Exam and % of Total Number of Participants		Numbers of Participants Who Have Passed the Entire CBEST Exam	Numbers of Participants Who Have Passed One or Two Sections of the CBEST Exam
		N	%		
Riverside County Office of Education	45	14	31	9	5
Riverside Unified School District	28	10	35	9	0
San Francisco Unified School District	72	72	100	27	45
San Jose Unified School District	64	18	28	17	1
Stockton Unified School District	44	25	56	15	10
Sweetwater High School District	20	10	50	8	3
Ventura County Office of Education	202	100	49	74	23
West Contra Costa Unified School District	36	4	11	3	1
TOTALS:	1,996	752	37	484	208
ORIGINAL 13 PROGRAMS	270	226	83	166	50
GRAND TOTALS	2,266	978	43%	650	258

Data Table 8: Program Graduates and Current Program Participants Employed As Teachers

Beginning on the next page, Table 8 shows how many program graduates and program participants are currently serving in California public school classrooms. Since its inception, the program has produced a total of 507 fully-certificated program graduates. Of these, 494 continue to serve in California public schools. Of the current 2,266 paraprofessionals participating in the program, 324 are currently serving in classrooms as teachers of record on preliminary credentials (97), university internship credentials (72), district internship credentials (10), pre-intern certificates (25), and, because our policies and laws do not prohibit emergency permits in this program, emergency permits (120). This brings to 818, the total number of program graduates and participants who are serving as teachers in California public schools.

Because programs are designed to support participants through the professional level credential, Data Table 8 includes 97 participants serving on preliminary credentials. Although these individuals are considered “fully-credentialed” they are identified as program participants instead of program graduates because 1) they continue to receive financial assistance through the program because they have not completed the professional level credential, or 2) they are enrolled in a dual special education certification program and have not yet completed requirements for the special education credential.

The typical certification path for paraprofessionals is completion of baccalaureate degree requirements and subject matter coursework, followed by entry into a university or district internship program. The preliminary or professional clear credential is issued at the conclusion of the internship. Therefore, it is important for participating districts to have an internship program in place. Data Table 8 identifies 120 emergency permit holders because 12 of the 90 participating local education agencies do not yet have university or district internship programs.

Although paraprofessionals are an important element of the instructional team most do not possess a Bachelor’s degree and do not yet qualify for a teaching credential. Since the majority of paraprofessionals earn an annual income of \$20,000 or less it is reasonable to assume that once a paraprofessional completes a baccalaureate degree and passes the California Basic Educational Skills Test (CBEST) he/she will wish to seek employment as a teacher. Of the 90 participating K-12 local education agencies, 86.6% have an internship program in place. All participants currently serving on emergency permits are either waiting for an internship slot to become available or is employed in one of the 12 districts that does not yet have an internship program in place.

**Status Report Data Table 8: Current Program Participants and Program Graduates Who are Employed as Teachers
Original 13 Programs**

(Data Source 2001-02 Annual Reports)

Programs	Numbers of Current Participants Serving as Teachers of Record and Certification Held				Numbers of Program Graduates Serving as Teachers of Record	Grand Totals	
Program Sites	Preliminary Credential	University and District Internships		Pre-Intern Certificate	Emergency Permit	Graduate Totals	Numbers Serving as Teachers of Record
		District	IHE				
Anaheim High School District	6	0	1	2	1	8	18
Azusa Unified School District	0	0	3	0	2	17	22
Chula Vista Elementary School District	0	0	0	0	0	16	16
Fresno/Clovis Unified School District	4	0	0	0	0	74	78
Glendale Unified School District	2	0	0	0	1	31	34
Lodi Unified School District	0	0	4	0	2	14	20
Los Angeles Unified School District	0	1	4	0	17	19	41
Merced City School District	0	0	5	0	0	33	38
Oakland Unified School District	0	2	0	5	3	6	16
San Francisco Unified School District	13	0	0	6	17	94	130
San Jose Unified School District	1	0	4	0	1	6	12
Stockton Unified School District	2	0	2	1	4	19	28
Ventura Consortium	0	0	1	0	4	56	61
Totals	28	3	24	14	52	393	514

Status Report Data Table 8 (Continued): Current Program Participants and Program Graduates Who are Employed as Teachers

Expansion Programs

(Data Source 2001-02 Annual Reports)

Programs	Numbers of Current Participants Serving as Teachers of Record and Certification Held					Numbers of Program Graduates Serving as Teachers of Record	Grand Totals
Program Sites	Preliminary Credential	University and District Internships		Pre-Intern Certificate	Emergency Permit	Graduate Totals	Numbers Serving as Teachers of Record
		District	IHE				
Anaheim High School District	0	0	0	1	0	0	1
Antelope Valley Union	0	0	0	0	0	0	0
Azusa Unified School District	0	0	0	0	0	0	0
Bellflower Unified School District	0	0	0	0	1	0	1
Chula Vista Unified School District	0	0	0	0	0	1	1
Clovis/Fresno Unified School District	5	0	0	0	2	14	21
Fresno County Office of Education	15	0	0	0	3	18	36
Glendale Unified School District	3	0	2	0	2	10	17
Hayward Unified School District	0	3	0	0	0	0	3
Kings County Office of Education	0	0	3	0	1	0	4
Lennox Unified School District	0	0	1	0	0	0	1
Lodi Unified School District	0	0	1	0	0	1	2
Long Beach Unified School District	2	0	1	0	3	3	9
Los Angeles Unified School District	36	0	16	2	37	26	117
Merced Unified School District	0	0	2	0	1	0	3
Monterey County Office of Education	0	0	3	0	0	1	4
Napa Unified School District	1	0	0	0	1	1	3
Oceanside Unified School District	0	0	0	0	0	0	0
Ontario Montclair Unified School District	0	0	0	0	0	0	0

**Status Report Data Table 8 (Continued): Current Program Participants and Program Graduates Who are Employed as Teachers
Expansion Programs (continued)**

(Data Source 2001-02 Annual Reports)

Programs	Numbers of Current Participants Serving as Teachers of Record and Certification Held					Numbers of Program Graduates Serving as Teachers of Record	Grand Totals
Program Sites	Preliminary Credential	University Internship		Pre-Intern Certificate	Emergency Permit	Graduate Totals	Numbers Serving as Teachers of Record
		District	IHE				
Orange County Office of Education	0	0	3	2	2	3	10
Palmdale Unified School District	0	0	2	0	0	0	2
Riverside County Office of Education	0	0	0	5	0	0	5
Riverside Unified School District	0	0	1	0	2	0	3
San Francisco Unified School District	2	0	0	0	6	10	18
San Jose Unified School District	1	0	0	0	1	1	3
Stockton Unified School District	0	0	3	0	0	0	3
Sweetwater High School District	0	4	0	0	0	0	4
Ventura County Office of Education	4	0	10	1	6	12	33
West Contra Costa Unified School District	0	0	0	0	0	0	0
GRAND TOTALS:	97	10	72	25	120	494	818
Expansion	69	7	48	11	68	101	304
Original	28	3	24	14	52	393	514

Data Table 9: Economic Status of Participants: Income Range Per Household

Among the questions included in each local program's annual survey is a request for information regarding the participants' economic status, which is required by law. Table 9 shows that 2,208 participants responded to this question. Of those responding, 52 % identified their household annual income range as being either (a) under \$10,000 (393), or (b) between \$10,000 and \$20,000 (756).

It should also be noted that all participants responded to questions asking if they are the head of the household and if they pay for their medical benefits. Of those respondents, 31% indicated they are heads of households and 29 % pay all or part of their own medical coverage. Four programs reported that a total of 70 participants have no medical coverage. Participants were also asked if they are first-generation college students. Of the 2,208 participants who responded to this question, 1,058 indicated that they are the first in their family to attend college.

Status Report Data Table 9: Economic Status of Participants in Terms of Income Range Per Household Original 13 Programs

(Data Source 2001-02 Annual Reports)

Program Sites	Total Numbers of Participants	Under \$10,000	\$10,000 - \$20,000	\$20,000 - \$30,000	\$30,000 - \$40,000	\$40,000 - \$50,000	Over \$50,000	Total Numbers of Responses
Anaheim High School District	14	0	0	5	1	4	4	14
Azusa Unified School District	9	0	2	1	1	3	2	9
Chula Vista Elementary School District	8	0	3	3	2	0	0	8
Clovis/Fresno Unified School District	6	0	0	1	5	0	0	6
Glendale Unified School District	2	0	1	0	1	0	0	2
Lodi/Redding Consortium	20	0	6	4	6	1	3	20
Los Angeles Unified School District	23	0	0	0	23	0	0	23
Merced Consortium	43	9	18	7	5	2	2	43
Oakland Unified School District	29	1	8	8	5	4	3	29
San Francisco Unified School District	59	0	22	18	19	0	0	59
San Jose Unified School District	8	0	1	0	6	1	0	8
Stockton Unified School District	21 ⁹	1	2	3	3	4	7	20
Ventura Consortium	28	7	1	9	6	4	1	28
TOTALS:	270	18	64	59	83	23	22	269

⁹ 1 did not respond.

**Status Report Data Table 9: Economic Status of Participants in Terms of
Income Range Per Household
Expansion Grants**

(Data Source 2001-02 Annual Reports)

Program Sites	Total Numbers of Participants	Under \$10,000	\$10,000 - \$20,000	\$20,000 - \$30,000	\$30,000 - \$40,000	\$40,000 - \$50,000	Over \$50,000	Total Number of Responses
Anaheim Union	18	0	2	2	6	1	7	18
Antelope Valley Union	35	1	1	10	5	7	11	35
Azusa Unified School District	32	3	10	2	5	4	8	32
Bellflower Unified School District	20	2	3	6	5	2	2	20
Chula Vista Unified School District	23	0	6	5	2	4	6	23
Clovis/Fresno Unified School District	105 ¹⁰	25	35	17	7	7	0	91
Fresno County Office of Education	115 ¹¹	48	22	12	16	9	4	111
Glendale Unified School District	34	2	7	5	11	4	5	34
Hayward Unified School District	30	0	5	5	4	7	9	30
Kings County Office of Education	72 ¹²	6	15	14	14	8	11	68
Lennox Unified School District	35	0	27	4	0	4	0	35
Lodi Unified School District	22	2	4	4	2	4	6	22
Long Beach Unified School District	15	2	1	2	3	2	5	15
Los Angeles Unified School District	404	100	223	37	29	9	6	404
Merced Unified School District	160 ¹³	32	32	23	23	18	10	138
Monterey County Office of Education	95	30	35	18	2	7	3	95
Napa Unified School District	17	3	10	3	1	0	0	17
Oceanside Unified School District	20	2	2	4	3	3	6	20
Ontario-Montclair Unified School District	42	8	27	3	3	0	1	42
Orange County Office of Education	137	30	68	28	11	0	0	137

¹⁰ 14 did not respond.

¹¹ 4 did not respond.

¹² 4 did not respond.

¹³ 22 did not respond.

Status Report Data Table 9: Economic Status of Participants in Terms of Income Range Per Household: Expansion Grants (Continued)

(Data Source 2001-02 Annual Reports)

Program Sites	Total Numbers of Participants	Under \$10,000	\$10,000 - \$20,000	\$20,000 - \$30,000	\$30,000 - \$40,000	\$40,000 - \$50,000	Over \$50,000	Total Numbers of Responses
Palmdale Unified School District	54	3	11	4	7	12	17	54
Riverside County Office of Education	45	8	3	18	4	2	10	45
Riverside Unified School District	28 ¹⁴	1	10	3	5	4	2	25
San Francisco Unified School District	72	18	26	17	11	0	0	72
San Jose Unified School District	64	26	5	4	3	4	22	64
Stockton Unified School District	44	2	10	8	9	8	7	44
Sweetwater High School District	20	0	10	6	4	0	0	20
Ventura County Office of Education	202 ¹⁵	23	57	32	28	23	30	193
West Contra Costa County Office of Education	36 ¹⁶	3	10	9	2	6	5	35
TOTALS:	1,996	375	692	295	225	159	193	1,939
ORIGINAL 13 PROGRAMS	270	18	64	59	83	23	22	269
GRAND TOTALS:	2,266	393	756	354	308	182	215	2,208

¹⁴ 3 did not respond.

¹⁵ 9 did not respond.

¹⁶ 1 did not respond.

Data Table 10: California School Paraprofessional Teacher Training Program Support

The California School Paraprofessional Teacher Training Program is a unique program that provides opportunities for participants, who have varying levels of prior academic training, to attain full certification as classroom teachers. In addition to the financial support provided by the Commission through the form of program grants, additional support for program participants comes from three primary sources: a local education agency, a postsecondary institution, and that of other cohort members.

Table 10 includes information on the amount each local program has invested in (a) tuition, books, and other educational fees charged for program participants, (b) other services to participants, and (c) in-kind support provided by participating agencies and organizations. Table 10 shows that 60 % of grant funds are used to cover essential college costs. Totals identified in this chart do not equal 100 % of the grant award amount and may exceed that amount.

Table 10 also shows the total amount awarded to each program for the 12-month period from July 2001 through June 2002. From program to program, the actual annual cost per participant varies greatly, and depends on the following factors:

- (1) The numbers of participants who attend a community college, and the numbers who attend a four-year college or university campus.
- (2) The numbers of participants who complete the program during the year.
- (3) The amounts of local resources that are invested as in-kind contributions to the program.
- (4) The availability of local resources to support program administrative costs, and the %age of state funding that support these costs.
- (5) The %ages of each grant that are consumed by the indirect costs of local education agencies.

The Commission asks all programs to provide some in-kind support to foster the success of each program. The level of in-kind support for the program varies from locality to locality and is provided by the local education agency and the postsecondary institutions. While some agencies have access to few resources for the program, many other sponsors of local programs provide extensive in-kind support to provide participants with additional incentives to complete the program.

It is important to note that since not all of the local education agencies can provide extensive in-kind support and assume the operating costs of the program, the amounts invested for other services provided to participants must vary. The program is intended to provide opportunities for

a diverse population of paraprofessionals to become fully-certificated teachers. To deny program participation to local education agencies with little financial and other resources would deny program access to eligible paraprofessionals. The levels of in-kind support are identified in Table 10.

**Status Report Data Table 10: California School Paraprofessional Teacher Training
Program Support
Original 13 Programs**

(Data Source 2001-02 Annual Reports)

Program Sites	Total Numbers of Participants	Grant Amounts Invested for Tuition, Books, and Other IHE Fees	Grant Amounts Invested for Other Services to Participants	In-Kind Support Provided	Program Grant Awards: July 2000 Through June 2001
Anaheim High School District	14	\$45,600	\$0	\$23,377	\$30,384
Azusa Unified School District	9	\$12,100	\$27,717	\$6,000	\$55,970
Chula Vista Elementary School District	8	\$32,203	\$13,387	\$23,181	\$65,633
Clovis/Fresno Unified School District	6	\$34,672	\$11,130	\$21,736 ¹⁷	\$49,042
Glendale Unified School District	2	\$4,217	\$500	\$33,442	\$4,717
Lodi/Redding Consortium	20	\$51,037	\$19,772	\$68,100	\$72,798
Los Angeles Unified School District	22?	\$36,100	\$5,400	\$17,630	\$47,951
Merced Consortium	43	\$76,000	\$1,259	\$37,390	\$117,662
Oakland Unified School District	29	\$70,537	\$43,244	\$0	\$126,241
San Francisco Unified School District	59	\$204,526	\$51,673	\$129,033 ¹⁸	\$277,247
San Jose Unified School District	8	\$27,000	\$50,808	\$7,832	\$81,889
Stockton Unified School District	21	\$36,713	\$8,521	\$0	\$47,256
Ventura Consortium	28	\$59,800	\$7,007	\$0	\$72,323
TOTALS:	270	\$690,505	\$240,418	\$367,721	\$1,049,113

¹⁷ The LEA provided an additional \$7,332 for tuition, books and IHE fees.

¹⁸ The LEA provided an additional \$116,533 for tuition, books and IHE fees.

Status Report Data Table 10 (Continued): California School Paraprofessional Teacher Training Program Support Expansion Programs
(Data Source 2001-02 Annual Reports)

Program Sites	Total Numbers of Participants	Grant Amounts Invested for Tuition, Books, and Other IHE Fees	Grant Amounts Invested for Other Services to Participants	In-Kind Support Provided	Program Grant Awards: July 2001 Through June 2002
Anaheim Union	18	\$48,634	\$0	\$24,096	\$54,000
Antelope Valley Union	35	\$40,112	\$25,264	\$100,428	\$87,000
Azusa Unified School District	32	\$23,500	\$33,817	\$6,000	\$96,000
Bellflower Unified School District	20	\$39,163	\$17,002	\$40,567	\$60,000
Chula Vista Unified School District	23	\$20,022	\$23,993	\$12,583	\$69,000
Clovis/Fresno Unified School District	105	\$184,279	\$84,066	\$45,368 ¹⁹	\$315,000
Fresno County Office of Education	115	\$212,350	\$77,017	\$28,987	\$345,000
Glendale Unified School District	34	\$65,198	\$18,769	\$61,977	\$102,000
Hayward Unified School District	30	\$58,502	\$519	\$40,247	\$90,000
Kings County Office of Education	72	\$34,405	\$58,769	\$10,525	\$216,000
Lennox Unified School District	35	\$103,607	\$0	\$19,343	\$105,000
Lodi Unified School District	22	\$29,243	\$16,554	\$75,422	\$66,000
Long Beach Unified School District	15	\$23,005	\$2,040	\$24,027	\$45,000
Los Angeles Unified School District	404	\$793,940	\$219,573	\$210,126 ²⁰	\$1,218,000
Merced Unified School District	160	\$215,000	\$30,140	\$38,640	\$480,000
Monterey County Office of Education	95	\$167,000	\$120,284	\$55,782	\$285,000
Napa Unified School District	17	\$20,432	\$31,187	\$14,570	\$51,000
Oceanside Unified School District	20	\$47,539	\$28,494	\$30,000	\$60,000
Ontario-Montclair Unified School District	42	\$32,377	\$47,476	\$2,900	\$126,000
Orange County Office of Education	137	\$236,884	\$45,252	\$20,318	\$411,000
Palmdale Unified School District	54	\$69,200	\$95,716	\$43,808	\$162,000
Riverside County Office of Education	45	\$85,624	\$65,277	\$135,000 ²¹	\$135,000
Riverside Unified School District	28	\$51,344	\$33,384	\$47,215	\$84,000

¹⁹ The LEA provided an additional \$23,000 for tuition, books and IHE fees.

²⁰ The LEA provided an additional \$80,250 for tuition, books and IHE fees.

²¹ The LEA provided an additional \$15,875 for tuition, books and IHE fees.

Status Report Data Table 10 (Continued): California School Paraprofessional Teacher Training Program Support Expansion Programs

(Data Source 2001-02 Annual Reports)

Program Sites	Total Numbers of Participants	Grant Amounts Invested for Tuition, Books, and Other IHE Fees	Grant Amounts Invested for Other Services to Participants	In-Kind Support Provided	Program Grant Awards: July 2000 Through June 2001
San Francisco Unified School District	72	\$136,875	\$69,704	\$93,910 ²²	\$216,000
San Jose Unified School District	64	\$133,000	\$94,604	\$94,506	\$192,000
Stockton Unified School District	44	\$75,870	\$50,482	\$0	\$132,000
Sweetwater High School District	20	\$76,021	\$28,284	\$66,514	\$60,000
Ventura County Office of Education	202	\$495,040	\$70,726	\$0	\$606,000
West Contra Costa County Office of Education	36	\$34,763	\$45,400	\$5,400	\$108,000
TOTALS:	1,996	\$3,552,929	\$1,433,793	\$1,348,259	\$5,976,000
ORIGINAL 13 PROGRAMS	269	\$690,505	\$240,418	\$367,721	\$1,049,113
GRAND TOTALS:	2,266	\$4,243,434	\$1,674,211	\$1,715,980	\$7,025,113

²² The LEA provided an additional \$88,910 for tuition, books and IHE fees.

Conclusions: California Teacher Supply And Demand and the Degree to Which the California School Paraprofessional Teacher Training Program Can Meet the Teacher Demand If Properly Funded and Executed

(Data Sources: California Basic Educational Data System, *Where Have All the Teachers Gone?*, California Statewide Task Force on Teacher Recruitment, *Teachers Meeting Standards for Professional Certification in California: First Annual Report [2000]* and 2001-2002 Annual Reports)

Established by statute in 1990, the California School Paraprofessional Teacher Training Program is intended to address several key issues and opportunities in California's public schools. These include the shortage of teachers, the need to diversify the teaching profession, the potential to improve instructional services provided by school paraprofessionals and the opportunity to explore innovative models for teacher education. Because California has a linguistically and culturally diverse student population, there exists a need for fully and appropriately certificated bilingual teachers. Additionally, there is a shortage of fully certificated special education teachers. In an effort to address these shortages, follow-up legislation was passed in 1991 that required the program to focus on the recruitment of paraprofessionals to specialize in bilingual and special education. The statute called for the Commission to realize these goals by awarding grants, through a competitive process, to several school districts or county offices of education who would implement the program.

Funding for the program was included in the State Budget for the first time in 1994. The 1994-95 budget contained \$1.478 million in local assistance funds for implementation of the program, and a \$60,000 allocation to the Commission's budget to administer the program.

In 1997, California policymakers approved Assembly Bill 352 and 353 (Scott, Wildman, et al.). Chapters 737 and 831, Statutes of 1997, mandated that as of January 1, 1998 the program must recruit candidates from among 24 school districts or county offices of education state-wide and serve a minimum of 600 participants. In January 1999, Governor Gray Davis identified the California School Paraprofessional Teacher Training Program as an important element of his education initiative, Enhancing Professional Quality. Because Governor Davis believes strongly in the value of paraeducators and supports the establishment of meaningful paraeducator career ladders which lead to both enhanced responsibilities for paraeducators and teacher certification, he allocated \$10 million dollar for program augmentation in the 1999-2000 California State Budget.

The California Basic Educational Data System reports that California will need 29,468 new teachers for the 2002-2003 school year. This total includes new hires of bilingual teachers (1,538), special education teachers (4,293), and multiple subject or elementary classroom

teachers (11, 258). The total need in these certification categories is 17,089, or just under 58% of all new hires.

It was legislatively mandated that the Paraprofessional Teacher Training Program focus on recruiting teachers for bilingual education, special education and elementary education classrooms. Of the current 2,266 participants, 1,172 are seeking either special education or bilingual education teaching credentials. This number represents 51% of the total number of program participants and demonstrates that the program is clearly achieving the intended educational purpose established by the Legislature. An additional 906 participants are seeking a multiple subject teaching authorization.

Since becoming fully operational, the California School Paraprofessional Teacher Training Program has produced a total of 507 graduates. Of the graduates who responded to the 2001-2002 questionnaire, 81% are members of ethnic minority groups. Of the 507 graduates, 494 are still serving in California public schools. An additional 324 program participants are currently serving on preliminary teaching credentials²³, internship credentials, pre-intern certificates and emergency permits. The total number of fully certified graduates still serving in California public schools and program participants currently serving as teachers of record is 818. The program also enjoys a 97% retention rate in the teaching profession over its seven years of operation.

The recently re-authorized Elementary and Secondary Education Act of 2001 requires that, beginning 2002-03, all new teachers hired with Title I, Part A Section 1119 funds are “highly qualified”. The Act also requires that all paraprofessionals compensated with Title I funds must have completed at least two years of higher education or meet a rigorous standard of quality established by the employing school district or county office of education. This new provision for paraprofessional hiring is in effect now. Those paraprofessionals currently employed who do not meet the new employment qualifications requirement must do so within the next three years.

The Commission anticipates that the remaining 270 participants of the original 13 programs will complete their program and become fully-certified teachers by December 2003. These graduates will include 124 bilingual teachers, 74 special education teachers, and 52 multiple subject teachers. Between 2003 and 2005 graduation and full certification of an additional 1,515 program participants is anticipated. Since all graduates of the program hold full teacher certification they meet the definition of “highly qualified teacher” as described in the Elementary and Secondary Education Act.

The 2,266 Paraprofessional Teacher Training Program participants includes 1,515 paraprofessionals who are enrolled in course work at a four-year college or university. These paraprofessionals currently meet the new employment requirement identified in Federal legislation. The remaining 751 participants of the program are completing course work at the community college level and will meet the new requirement within the next three years or less. In meeting these employment requirements for both teachers and paraprofessionals the program directly facilitates the State of California’s compliance with the new Federal mandates.

²³ Although preliminary credential holders are considered “fully-credentialed” this report identifies 97 preliminary credential holders as program participants instead of program graduates because 1) they continue to receive financial assistance through the program, 2) they have not completed the professional level credential, and/or 3) they are enrolled in a dual special education certification program and have not yet completed requirements for the special education credential.

According to a California Basic Educational Data Systems (CBEDS) Report, there is a total of 113,396 school paraprofessionals serving in California's public schools. This previously unrecognized, untapped resource of personnel, who provide valuable instructional services to public school students on a daily basis, could partially satisfy the significant shortage of teachers in the areas of bilingual education, special education and elementary education. With financial assistance from the state in the form of grants from the Commission, eligible local education agencies can tap into this resource of paraprofessionals and cultivate quality educators for California's public schools and, in turn, decrease the number of emergency permits issued.

In the existing pool of paraprofessionals, some may not be interested in becoming teachers. Additionally, not all paraprofessionals and local education agencies will qualify for participation in the program. However, many other paraprofessionals are determined to become teachers, and may qualify for participation in the program.

By December 2003 the original 13 programs will be phased out. The 29 expansion programs will continue to operate and receive funding as long as funding is included in the State Budget. If program funding is not reduced and the Commission submits a Budget Change Proposal (BCP) for the 2004-05 fiscal year to retain funding currently allocated to the original 13 programs, the Commission could redirect those funds to support the expansion programs. This funding would serve 344 participants. The Commission could then invite current projects to submit proposals to expand their participant numbers and invite other local education agencies to submit proposals for new projects.

Taking into consideration the focus of the program, the number of successful graduates from the program, their areas of certification, the retention rate in the education profession, and the impact the number of program graduates have made to satisfy local employer needs, full funding and operation of the program will continue to make a significant impact on teacher shortages in the areas of bilingual education, special education and elementary education during the 2002-2003 school year.

Appendix A

Chapter 1444 of the Statutes of 1990, Which Established The School Paraprofessional Teacher Training Program

Senate Bill No. 1636

CHAPTER 1444

An act to add Article 6.7 (commencing with Section 69619) to Chapter 2 of Part 42 of the Education Code, relating to education, and making an appropriation therefor.

(Approved by Governor September 28, 1990. Filed with
Secretary of Senate September 30, 1990.)

The people of the State of California do enact as follows:

SECTION 1. Article 6.7 (commencing with section 69619) is added to Chapter 2 of Part 42 of the Education Code, to read:

Article 6.7. California School Paraprofessional Teacher Training Program

69619. The Legislature hereby finds and declares that over the next five years, as many as 50 % of the classroom teachers in many urban school districts with large %ages of minority pupils will be eligible for retirement. The Legislature further finds and declares that in many school districts there are a number of classified employees, particularly minority group members, who are enrolled in, who have been enrolled in, or who would be interested in enrolling in, a teacher training program leading to a teaching credential if they were provided assistance in applying for admission and financial aid for that purpose.

The Legislature also finds and declares that educational paraprofessionals who serve pupils in the public schools provide valuable instructional services to public school pupils. A program to enhance instructional competencies and to prepare school paraprofessionals to become teachers would result in improved services in terms of their role in the instructional program in the classroom.

69619.1- (a) The California School Paraprofessional Teacher Training Program is hereby established for the purpose of recruiting paraprofessionals to participate in a pilot program designed to encourage them to enroll in a teacher training program and to provide instructional service as a teacher in the public schools.

(b) No later than July 1, 1992, the Commission on Teacher Credentialing in consultation with the Chancellor of the California Community Colleges, the Chancellor of the California State

University, and representatives of certificated and classified employee organizations, shall select 12 or more school districts or county offices of education, each of which applies for that selection and has 300 or more classified employees, to participate in a pilot program for the recruitment of school paraprofessional employees who wish to enroll in teacher training programs. The commission shall ensure that a total of 600 school paraprofessionals are recruited from among the 12 participating school districts or county offices of education. The commission shall also require that at least 40 % of the school paraprofessionals employed by each school district or county office of education selected to participate in the pilot program are members of racial and ethnic minority groups, as determined by data compiled under the California Basic Educational Data System maintained by the State Department of Education. The criteria adopted by the Commission for the selection of school districts or county offices of education to participate in the pilot program shall include the following:

- (1) The extent to which the applicant district or county office demonstrates the capacity and willingness to accommodate the participation of school paraprofessionals of the district in teacher training programs conducted at institutions of higher education.
- (2) The extent to which the applicant district's or county office's plan for the implementation of its recruitment program involves the active participation of one or more local campuses of the California Community Colleges or the California State University in the development of coursework and teaching programs for participating school paraprofessionals. Each selected school district or county office of education shall be required to enter into a written articulation agreement with the participating campuses of the California Community Colleges and the California State University.

(c) Each selected school district or county office of education shall provide information and assistance to each school paraprofessional it recruits under the pilot program regarding admission to a teacher-training program.

(d) The school district or county office of education shall recruit and organize groups, or "cohorts," of school paraprofessionals, of not less than 30 paraprofessionals in each cohort. Cohorts shall be organized to consist of school paraprofessionals having approximately equal academic experience and qualifications, as determined by the district or county office of education. The members of each cohort shall enroll in the same campus, and shall be provided by the school district or county office of education with appropriate support and information throughout the course of their studies. Each school district or county office of education shall certify that it has received a commitment from each member of a cohort that he or she will complete one school year of classroom instruction in the district county office of education for each year that he or she received assistance for books, fees, and tuition while attending a community college or a campus of the California State University under the program. To the extent possible, members of each cohort shall proceed through the same waiver and credential programs. "teacher training program," for the purposes of this article, means any undergraduate program of instruction conducted at a campus of the California Community Colleges, or undergraduate or graduate program conducted at a campus of the California State University, that is designed to qualify students enrolled in the program for a teaching credential authorizing instruction in kindergarten and grades 1 to 12, inclusive.

(e) The commission shall contract with an independent evaluator with a proven record of experience to assessing career advancement teacher training programs to determine the success of the recruitment programs established pursuant to subdivision (b). The evaluation shall be made on an annual basis and shall include, but shall not be limited, all of the following-

- (1) The number and racial and ethnic classifications of school paraprofessionals participating in the pilot program who successfully complete the teacher training program each year.
- (2) The number and racial and ethnic classifications of school paraprofessionals participating in the pilot program who successfully complete the teacher training program each year.
- (3) The total cost per person participating in the pilot program who successfully obtains a teaching credential, based upon all state, local, federal, and other sources of funding.
- (4) The economic status of persons participating in the pilot program.
- (5) A description of financial and other resources made available to each recruitment program by participating school districts or county offices of education, the California Community Colleges, the California State University, and other participating organizations.

(f) Each selected school district or county offices of education shall report to the commission regarding the progress of each cohort of school paraprofessionals, and other information regarding its recruitment program as the commission may direct.

(g) No later than January 1, 1993, and again by January 1, 1994, and by January 1, 1995, the commission shall report to the Legislature regarding the status of the pilot program, including, but not limited to the number of school paraprofessionals recruited, the academic progress of the school paraprofessionals recruited, the number of school paraprofessionals recruited who are subsequently employed " teachers in the public schools, and other effects upon the operation of the public schools.

(h) "Teaching paraprofessional," for the purposes of this article, includes the following job classifications: teacher associate, teacher assistant, teacher aide, pupil services aide, and library aide.

(i) "local education agency" for the purposes of this article includes county offices of education that can participate in the pilot programs.

69619.3 The Commission on Teacher Credentialing shall conduct a survey of classified employees in each school district or county office of education maintaining kindergarten and any of grades 1 to 12, inclusive, that has 300 or more classified employees here at least 40 % of the paraprofessionals employed by the district or county office are members of racial and ethnic minority groups. The survey shall be addressed to those classified employees of each of those districts or county offices who express the desire to, enroll in a postsecondary education program in order to obtain a teaching credential authorizing instruction in kindergarten and grades 1 to 12,

inclusive, and shall determine the educational attainment of each of those classified employees, and the approximate coursework that would be required in order for the classified employee to obtain that teaching credential. The survey shall be designed to determine the extent to which the need exists, in the 1992-93 fiscal year and thereafter, for the pilot program described in Section 69619.1. The survey shall include the views of the management employees of the local school districts or county offices of education regarding their participation in the pilot program . The commission shall submit draft recommendations based on the results of the survey to the Legislature no later than May 1, 1991. The commission shall submit the results of the survey to the Legislature no later than July 1, 1990.

SECTION 2. The sum of eighty-five thousand dollars (\$85,000) is hereby appropriated from the Teacher Credentials Fund to the Commission on Teacher Credentialing for the purpose of conducting the survey pursuant to Section 69619.3 of the Education Code.

Appendix B

Chapters 737 and 831 of the Statutes of 1997, Which Authorized Expansion of The California School Paraprofessional Teacher Training Program

EDUCATION CODE SECTION 44390-44393

44390. The Legislature hereby finds and declares that over the next five years, as many as 50 % of the classroom teachers in many urban school districts with large %ages of minority pupils will be eligible for retirement. The Legislature further finds and declares that in many school districts there are a number of classified employees, particularly minority group members, who are enrolled in, who have been enrolled in, or who would be interested in enrolling in, a teacher training program leading to a teaching credential if they were provided assistance in applying for admission and financial aid for that purpose.

The Legislature also finds and declares that educational paraprofessionals who serve pupils in the public schools provide valuable instructional services to public school pupils. A program to enhance instructional competencies and to prepare school paraprofessionals to become teachers would result in improved services in terms of their role in the instructional program in the classroom.

44391. This article shall be known and may be cited as the Wildman-Keeley-Solis Exemplary Teacher Training Act of 1997.

44392. For the purposes of this article, unless the context clearly requires otherwise, the following terms shall have the following meanings:

(a) "Institutions of higher education" means the California Community Colleges, the California State University, the University of California, and private institutions of higher education that offer an accredited teacher training program.

(b) "Program" means the California School Paraprofessional Teacher Training Program established pursuant to Section 44393.

(c) "Teaching paraprofessional" means the following job classifications: educational aide, special education aide, special education assistant, teacher associate, teacher assistant, teacher aide, pupil service aide, library aide, child development aide, child development assistant, and physical education aide.

(d) "Teacher training program" means any undergraduate or graduate program of instruction conducted by a campus of an institution of higher education that includes a developmentally sequenced career ladder to provide instruction, coursework, and clearly defined tasks for each level of the ladder, and that is designed to qualify students enrolled in the program for a teaching credential authorizing instruction in kindergarten and grades 1 to 12, inclusive.

44393. (a) The California School Paraprofessional Teacher Training Program is hereby established for the purpose of recruiting paraprofessionals to participate in a program designed to encourage them to enroll in teacher training programs and to provide instructional service as teachers in the public schools.

(b) Commencing on January 1, 1998, the Commission on Teacher Credentialing, in consultation with the Chancellor of the California Community Colleges, the Chancellor of the California State University, the President of the University of California, the chancellors of private institutions of higher education that offer accredited teacher training programs, and representatives of certificated and classified employee organizations, shall select 24 or more school districts or county offices of education representing rural, urban, and suburban areas that apply to participate in the program. The commission shall ensure that, at a minimum, a total of 600 school paraprofessionals are recruited from among the 24 or more participating school districts or county offices of education. The criteria adopted by the commission for the selection of school districts or county offices of education to participate in the program shall include all of the following:

(1) The extent to which the applicant school district or county office of education demonstrates the capacity and willingness to accommodate the participation of school paraprofessionals of the school in teacher training programs conducted at institutions of higher education.

(2) The extent to which the applicant's plan for the implementation of its recruitment program involves the active participation of one or more local campuses of the participating institutions of higher education in the development of coursework and teaching programs for participating school paraprofessionals. Each selected school district or county office of education shall be required to enter into a written articulation agreement with the participating campuses of the institutions of higher education.

(3) The extent to which the applicant's plan for recruitment attempts to meet the demand for bilingual cross cultural teachers.

(4) The extent to which the applicant's plan for recruitment attempts to meet the demand for multiple subject credentialed teachers interested in teaching kindergarten or any of grades 1 to 3, inclusive. For purposes of this paragraph, each paraprofessional selected to participate shall have completed at least two years of undergraduate college or university coursework and shall have demonstrated an interest in obtaining a multiple subject teaching credential for teaching kindergarten or any of grades 1 to 3, inclusive.

(5) The extent to which the applicant's plan for recruitment attempts to meet the demand for special education teachers.

(6) The extent to which the applicant's plan for recruitment includes a developmentally sequenced series of job descriptions that lead from an entry-level school paraprofessional position to an entry-level teaching position in that school district or county office of education.

(7) The extent to which the applicant's plan for recruitment attempts to meet its own specific teacher needs.

(8) The extent to which the applicant's plan for implementation of its recruitment program involves participation in a district internship program pursuant to Sections 44325, 44326, 44327, 44328, and 44830.3 or a university internship program pursuant to Article 3 (commencing with Section 44450) of Chapter 3.

(c) Each selected school district or county office of education shall provide information and assistance to each school paraprofessional it recruits under the program regarding admission to a teacher training program.

(d) The school district or county office of education shall recruit and organize groups, or "cohorts," of school paraprofessionals, of no more than 30, and no less than 10, paraprofessionals in each cohort. Cohorts shall be organized to consist of school paraprofessionals having approximately equal academic experience and qualifications, as determined by the school district or county office of education. The members of each cohort shall enroll in the same campus, and shall be provided by the school district or county office of education with appropriate support and information throughout the course of their studies. Each school district or county office of education shall certify that it has received a commitment from each member of a cohort that he or she will complete one school year of classroom instruction in the district or county office of education for each year that he or she receives assistance for books, fees, and tuition while attending an institution of higher education under the program. To the extent possible, the members of each cohort shall proceed through the same waiver and credential programs. To the extent that any participant does not fulfill his or her obligation to complete one year of classroom instruction for each year of financial assistance he or she under the program, the participant shall be required to repay the assistance.

(e) The commission shall contract with an independent evaluator with a proven record of experience in assessing career-advancement programs or teacher training programs to determine the success of the recruitment programs established pursuant to subdivision (b). The evaluation shall be made on an annual basis and shall include, but not be limited to, all of the following:

(1) The total cost per person participating in the program who successfully obtains a teaching credential, based upon all state, local, federal, and other sources of funding.

(2) The economic status of persons participating in the pilot program.

(3) A description of financial and other resources made available to each recruitment program by participating school districts or county offices of education, institutions of higher education, and other participating organizations.

(4) The extent to which pupil performance on standardized achievement tests has improved in classes taught by teachers who have successfully completed the program, in comparison to classes taught by other teachers who have equivalent teaching experience.

(5) The extent to which pupil dropout rates and other measures of delinquency have improved in classes taught by teachers who have successfully completed the program.

(6) The extent to which teachers who have successfully completed the program remain in the communities in which they reside and in which they teach.

(7) The attrition rate of teachers who have successfully completed the program.

(f) Each selected school district or county office of education shall report to the commission regarding the progress of each cohort of school paraprofessionals, and other information regarding its recruitment program as the commission may direct.

(g) No later than January 1, 1998, and annually thereafter, the commission shall report to the Legislature regarding the status of the pilot program, including, but not limited to, the number of school paraprofessionals recruited, the academic progress of the school paraprofessionals recruited, the number of school paraprofessionals recruited who are subsequently employed as teachers in the public schools, the degree to which the program meets the demand for bilingual and special education teachers, the degree to which the program or similar programs can meet

that demand if properly funded and executed, and other effects upon the operation of the public schools.

(h) It is the intent of the Legislature that, commencing with the 1997-98 fiscal year, and each fiscal year thereafter, funding for the California School Paraprofessional Teacher Training Program be allocated to the Commission on Teacher Credentialing for grants to school districts pursuant to this section. In no case shall grants to any school district exceed the equivalent of three thousand dollars (\$3,000) annually per paraprofessional in the program.

Funding for grants to school districts pursuant to this subdivision, shall be contingent upon an appropriation in the annual Budget Act.

Appendix C

Panel of Career Ladder Experts Responsible for Selection of New Local California School Paraprofessional Teacher Training Programs

THE CALIFORNIA SCHOOL PARAPROFESSIONAL TEACHER TRAINING PROGRAM EXPANSION PROPOSAL REVIEW PANEL	
Harriett Arnold, Professor School of Education University of the Pacific	Phyllis Jacobson, Former Director Paraprofessional Teacher Training Program Lodi Unified School District
Pam Bailis U. C. Berkeley Center Extension University of California	David Simmons, Consulting Teacher Ventura County Superintendent of Schools Office
Steve Brandick, Director Paraprofessional Teacher Training Program/Career Ladder Program Los Angeles Unified School District	Sher Weahunt, Specialist Teaching Training and Development Chancellor's Office California Community Colleges
George Datz, Administrator Special Projects California School Employees Association	Jay Yarnell, Facilitator Paraeducator Career Ladder Los Angeles Unified School District
Michael Downey, Teacher California Teachers Association Arroyo Grande	Roberta Zadow, Coordinator Paraprofessional Teacher Training Program California Federation of Teachers San Francisco, Unified School District
Cynthia Hutten, Project Specialist Paraeducator Partnership Program California State University, Long Beach	

**California
Commission on Teacher Credentialing**

**Meeting of
October 2-3, 2002**

AGENDA ITEM NUMBER: PREP - 4

COMMITTEE: Preparation Standards Committee

**TITLE: Final Report on the Accreditation Pilot Project
Pursuant to Assembly Bill 2730 (Mazzoni)**

 X **Action**

 Information

 X **Report**

Strategic Plan Goal(s):

Goal 1: Promote educational excellence through the preparation and certification of professional educators

- Sustain high quality standards for the preparation of professional educators
- Assess and monitor the efficacy of the Accreditation System, Examination System and State and Federal Funded Programs

Goal 6: Provide leadership in exploring multiple, high quality routes to prepare professional educators for California's schools

- Work with education entities to expand the pool of qualified professional educators

Prepared By: _____ **Date:** **9/17/02**
Lawrence Birch, Ed. D.
Administrator, Professional Services Division

Approved By: _____ **Date:** **9/17/02**
Mary Vixie Sandy
Director, Professional Services Division

Authorized By: _____ **Date:** **9/17/02**
Dr. Sam W. Swofford
Executive Director

**Final Report on the Accreditation Pilot Project
Pursuant to Assembly Bill 2730 (Mazzoni)**

**Professional Services Division
September 10, 2002**

Executive Summary

This is the final report on the Accreditation Pilot Project established by Assembly Bill 2730 (Mazzoni, Chapter 544, Statutes of 1998). The report contains an overview of the study and a description of its implementation. Recommendations are presented related to each of the major policy questions defined in the project.

Fiscal Impact Summary

The Professional Services Division is responsible for the implementation of this study. The Commission's budget was increased for the completion of the study. Augmentation of the budget is needed corresponding to the increase in the number of institutions/districts brought into the accreditation system.

Policy Questions

How should the Commission determine initial and continuing accreditation of regionally accredited institutions located outside of California? Are the Commission's standards sufficient to address program quality and effectiveness issues when alternative instructional systems are used?

Recommendation

That the Commission adopt the recommendations for each policy question summarized at the end of this report.

Final Report on the Accreditation Pilot Project Pursuant to Assembly Bill 2730 (Mazzoni)

Professional Services Division September 10, 2002

Overview and Background

Assembly Bill 2730 (Mazzoni) of the Statutes of 1998 required the California Commission on Teacher Credentialing to establish a three-year Accreditation Pilot Project study for the purpose of improving accreditation review procedures of nontraditional programs of professional preparation. The bill required the Commission to report to the Legislature at the completion of the study.

The Accreditation Pilot Project included two major areas of investigation. The first was to explore how the Commission might adapt its accreditation system to allow the participation of regionally accredited out-of-state institutions. The second was to determine how the Commission could address the unique issues of program quality that arise when programs are offered at multiple sites through the use of distance education or alternative systems of instructional delivery. The Accreditation Pilot Project study was intended to result in a set of policy recommendations that would enable the Commission to amend accreditation standards and policies, including the procedures of the Committee on Accreditation, to continue to ensure quality in the teacher preparation programs available in the state.

The specified goals of the pilot project included the following outcomes: 1) expansion of the number of accredited teacher preparation programs in California; 2) increase in the number of candidates recommended for California teaching credentials; 3) a determination of whether current teacher preparation standards are sufficient to ensure quality and effectiveness when applied to nontraditional programs.

To determine how the Commission's accountability system might be adapted to accommodate nontraditional programs, the pilot study also included a research component to examine the goals, and objectives of the pilot as well as the adequacy of Commission standards, policies, and procedures to accommodate nontraditional teacher preparation programs.

In October 1998, the Commission approved an implementation plan for the Accreditation Pilot Project that addressed the expected outcomes of the study. The plan specified two categories of Accreditation Pilot Project participants consisting of baccalaureate degree granting institutions accredited by one of the six regional accrediting associations other than the Western Association of Schools and Colleges (WASC), and nontraditional programs that deliver coursework at locations distant from the home campus. The adopted plan addressed three broad policy questions:

- (1) What are the most cost-effective ways in which the Commission and the Committee on Accreditation could determine the initial and continuing accreditation of regionally accredited institutions whose "home campuses" are located outside the WASC region?

Would any unique standards or preconditions be needed for the accreditation of such institutions in the future? Should any limitations or requirements be added to the *Accreditation Framework* to govern such accreditation decisions in the years following the pilot project?

- (2) What are the most cost-effective ways in which the Commission and the Committee on Accreditation could address the unique issues of program quality and effectiveness that arise when "alternative systems for instructional delivery" are used in California educator preparation? When alternative instructional systems are used, what issues of program quality and effectiveness are of greatest concern, and how could they be addressed cost-effectively in an updated system of accreditation in the future? Should new standards or requirements be established for the future accreditation of institutions that use new delivery systems? Should new limitations or preconditions be added to the *Accreditation Framework* for institutions that use new delivery systems? Policy Question Two is understood to give attention to the following alternative delivery systems in educator preparation:
- All forms of instructional technology that are used to "mediate" instruction while instructors and learners are physically separated from each other for extended periods of learning time, including (but not limited to) on-line coursework, internet-based instruction, and materials-based instruction.
 - The practice of offering instruction to candidates at locations that are distant from a home campus. In examining this practice, the distance between instructional locations and home campuses will be the principal variable of interest, as was suggested in AB 2730.
 - The practice of providing instruction to candidates primarily through the services of professional practitioners or other part-time instructors in circumstances in which there is little or no collaboration between them and the permanent faculty at a regionally-accredited institution of postsecondary education.
- (3) If revised standards and other policies are needed for those programs in which preparation is delivered (a) by out-of-region institutions or (b) with the use of alternative delivery systems, would the revised standards and other policies also provide important quality assurances related to all preparation practices, including traditional ones?

Implementation of the Study

The pilot study was limited to six institutions of higher education, and was restricted to those who were accredited by a regional accreditation body outside of the service area of the Western Association of Schools and Colleges and programs that deliver teacher preparation coursework at one or more locations in California that are distant from the institution's home campus. The participants in the pilot study are listed in Table 1.

Table I: Approved Accreditation Pilot Programs

Participant	Credential Programs	Program Options	COA Accreditation Date
Antioch University	Multiple Subject Multiple Subject with CLAD Emphasis	Student Teaching	May 1999
Argosy University	Multiple Subject with CLAD Emphasis Multiple Subject with BCLAD Emphasis Single Subject with CLAD Emphasis Single Subject with BCLAD Emphasis	Student Teaching	October 2001
CalStateTEACH	Multiple Subject Multiple Subject with CLAD Emphasis	Internship	April 1999
City University	Multiple Subject Multiple Subject with CLAD Emphasis	Student Teaching	October 1999
Nova Southeastern	Multiple Subject Multiple Subject with CLAD Emphasis	Student Teaching	May 2000
University of Phoenix	Multiple Subject Multiple Subject with CLAD Emphasis	Student Teaching	April 1999

Under the authority of AB 2730, the Committee on Accreditation has granted initial accreditation to the programs listed in Table I, “Approved Accreditation Pilot Programs.” Five of the six participants are out-of-state institutions accredited by a regional accrediting association other than WASC and are operating one or more branch campuses in California. The sixth participant, CalStateTEACH, is a nontraditional program using a distributed learning model offered through five regional centers.

In August 2001, City University notified the Commission of its desire to withdraw from the Accreditation Pilot Project program. The University indicated that the decision to withdraw its Blended Bachelor of Arts with Teacher Certification program was due to a reassessment of market potential. The University is continuing other operations in California, but no longer wished to be part of the Accreditation Pilot Project. No candidates were displaced as a result of the closure of the program, since City University had not yet enrolled students in its program.

In October 2001, the University of Sarasota (now Argosy University) was granted initial accreditation for multiple and single subject credential programs at its California campus in Orange, California. Because the institution was just in the process of admitting its first group of students, Argosy University was not included in the focused site reviews. Another institution, Touro University Mare Island indicated an interest in participating in the Accreditation Pilot Project. Touro University is accredited by the Middle States Association of Colleges and Schools and has received approval by the Bureau for Private Postsecondary and Vocational Education to offer educational programs in California, however the institution has not yet completed the necessary steps to attain either initial institutional accreditation from the Commission, or initial program accreditation from the Committee on Accreditation.

Passage of Senate Bill 299 (Scott)

At the time the AB 2730 was passed (1998) the California Education Code effectively precluded out-of-state institutions from offering educator preparation programs in California. Education Code 44227(b) required accreditation and “satisfactory evaluation” by WASC as a precondition for any institution to offer educator preparation programs in California.

However, the provision of the Education Code requiring out-of-state institutions to have “satisfactory evaluation” by WASC, even when accredited by another regional accrediting association, was inconsistent with the norms followed by regional accrediting organizations. WASC does not accept applications for accreditation from institutions located outside of its own region, which includes California, Hawaii, Guam, and American Samoa. Similarly, WASC would not evaluate an out-of-state institution operating branch campuses within the WASC region because its organizing charter focuses exclusively on the accreditation of institutions within its region. This barrier was one of the major reasons leading to the passage of AB 2730.

In September of 2001, the Legislature passed and Governor Gray Davis signed Senate Bill 299 (Scott), which eliminated the inconsistency posed in Education Code Section 44227(b) by removing the requirement for "satisfactory evaluation" by WASC for out-of-state institutions. Effective January 1, 2002, SB 299 gave the Commission the authority to approve programs offered in California by out-of-state institutions provided the institutions are regionally accredited and evidence of satisfactory evaluation by the accrediting association is submitted to the Commission. This change could result in an expansion in the number of accredited teacher preparation programs and increase the number of candidates recommended for California teaching credentials each year.

This important change in state law notwithstanding, the Accreditation Pilot Project remained a relevant and important undertaking. Assembly Bill 2730 required the Commission to establish a three-year Accreditation Pilot Project for the purpose of improving accreditation review procedures of nontraditional programs. Thus, the Accreditation Pilot Project was designed to permit the Commission to design a study that included two major areas of investigation. The first was to explore how the Commission might adapt its accreditation system to allow the participation of regionally accredited out-of-state institutions. The second was to determine how the Commission could address the unique issues of program quality that arise when programs are offered at multiple sites through the use of distance education or alternative systems of instructional delivery. Now that the statutory barrier to out-of-state institutions has been eliminated, the Commission must determine its policies for determining the eligibility of these institutions to offer programs in California and assuring the quality of their teacher preparation programs.

Focused Reviews in the Accreditation Pilot Project

The Accreditation Pilot Project Implementation Plan called for reviews of study participants for the purpose of conducting program evaluation and collecting data that could inform the development of policy recommendations for the Commission’s accreditation system. This

section of the report outlines the activities for this important phase of the Accreditation Pilot Project.

The first full accreditation visit does not normally occur until after an institution has had two full years of graduates or program completers. Because of the time constraints imposed by the Accreditation Pilot Project, the review of institutions and programs participating in the pilot study participants would occur in advance of this normal cycle. Thus, these site visits were to be conducted as *focused reviews* rather than full accreditation visits. The focused reviews would provide an opportunity to gather data about the effectiveness of program models, obtain feedback from participants about their participation in the Accreditation Pilot Project, and provide programs with a formative assessment of program quality.

To prepare institutions for these reviews, Commission staff conducted a technical assistance workshop for participants on August 14, 2001. The purpose of this workshop was to inform pilot sponsors about the scope and nature of the focused reviews and to review with them the protocols for the visits, including documents, interviews, and school-site visits that would need to be incorporated into the site visits. The workshop also provided an opportunity for staff to review the proposed research plan and engage in dialogue with the pilot participants about its nature and content.

Dates were established for site visits and a Commission staff consultant was assigned to each institution/program. The consultants scheduled an on-site pre-visit with each participant in fall 2001. The pre-visits enabled staff to develop specific site-visit plans for each participant and provide additional technical assistance to prepare participants for site visits that would occur in early spring 2002.

While the reviews would include an assessment of the progress participants were making in meeting standards; it was unlikely that reviewers would be able to fully determine the extent to which participants were meeting each of the Commission's standards, because some programs were still in the early stages of implementation. The focused reviews could also provide an opportunity to gather data about the effectiveness of program models, obtain feedback from participants about their participation in the Accreditation Pilot Project, and guide programs toward meeting new SB 2042 standards.

In addition, a set of specific research questions was developed to collect the data essential to the research design of the study. Two experienced members of the Board of Institutional Reviewers of the COA were trained in the research protocols, assisted in the refinements of the research design, participated in each of the focused reviews specifically considering the research questions, then prepared an analysis of their findings. Further, the Commission staff participating in the reviews worked closely together in making preparations for the focused reviews so that information would be collected in a standardized manner.

Thus, in addition to a set of findings about the quality of programs, the site visits would provide an opportunity for researchers to gather data that would help answer the policy questions articulated in the Accreditation Pilot Project Implementation Plan. Reviewers would be able to explore how the design of different credential programs might enhance or limit quality in relation

to Commission standards, how differences in accrediting bodies impact the nature and quality of participating institutions, and how institutions use technology and monitor program quality when courses involve distance learning. In the event that reviewers noted serious deficiencies in their findings, the Committee on Accreditation would have an opportunity to establish a follow-up plan and require the participant to correct deficiencies.

Site Reviews and Findings

The visits were conducted from late February through March 2002 by review teams consisting of two to six reviewers (depending on program size), who looked at evidence relating to standards, and two researchers who concentrated on answering a set of common research questions used at all four sites. The team reports focused on standards and followed the same basic format as an accreditation team report, but were formative in nature and did not contain an accreditation recommendation. The reports were presented to the Committee on Accreditation for information purposes only. Institutions are able to continue to operate under their initial program accreditation and have now been placed on the regular accreditation cycle. The research questions and accompanying protocols were uniformly implemented across the sites and the researchers prepared a summary report of their findings.

Review teams found pilot study participants to be meeting standards and developing credential programs that will increase the number of qualified candidates recommended for California teaching credentials. While review teams did find some standards to be less than fully met, no serious deficiencies among the programs were identified. In most cases, concerns identified by reviewers were “developmental” in nature and could be attributed to “growing pains” that reflect the fact that these programs are still in the early stages of development.

The formative assessments provided during the course of the reviews, along with the program reviews that will occur when participants respond to the Commission’s new program standards adopted in September 2001, will help these programs prepare for their first full accreditation visit. In the interim, pilot study participants will maintain their initial accreditation status. Based on the findings from each review, the pilot study participants have been placed on the accreditation cycle as follows: 2005-2006 accreditation cycle, Nova Southeastern University and University of Phoenix; 2006-2007 accreditation cycle, Antioch University and CalStateTEACH. Argosy University, which was accredited in October 2001, will admit its first cohort of candidates in May 2002. The institution will be placed on the 2005-06 accreditation schedule, following the program completion of the first two cohorts of credential candidates.

Researcher Findings

Two members the Board of Institutional Reviewers, Dr. Dennis Evans, Director of Educational Leadership Development at the University of California, Irvine, and Dr. Vera W. Lane, Professor of Education at San Francisco State University, were requested to study the research questions during each of the focused visits to the institutions involved in the Accreditation Pilot Project and provide a summary of their findings. The researchers participated in each of the site visits of the four institutions in February and March 2002. They attended initial team meetings, the

institutions' formal presentations, visited multiple sites, and met with representatives from each institution.

The researchers conducted interviews with various constituents during the onsite visits. The research questions provided a guide to the focus of the interviews dependent upon the roles and responsibilities of each person interviewed. Interviews were conducted with university presidents, provosts, vice presidents, deans, program directors, faculty, students, counselors, staff, representatives of WASC, the California State Bureau of Private Postsecondary and Vocational Education (BPPVE), the North Central Association (NCA) of Colleges and Schools, and team leaders of the four focused review site teams. Follow-up telephone interviews were also conducted by the researchers to clarify responses to questions. These included interviews with each team leader several days after their respective site visits to obtain their overall impressions of the process and to discuss recommendations the team leaders had regarding the accreditation of these programs. The researchers conducted 78 interviews in addition to the interviews conducted by the review teams. The full report was presented to Commission staff and the Committee on Accreditation.

The following are selected findings from the report of the researchers.

Initial Planning and Accreditation

- A perceived lack of experience and substantive knowledge at several institutions regarding California's standards and requirements suggests the need for a more comprehensive "system of induction" for bringing new institutions into California. Although, ideally the out-of-state institutions should complete such research and fact-finding themselves, it cannot be assumed this will be done. Part of this induction system might enable the applicant institution to have one or more representatives participate in a substantive visit to an existing credential program. A site visit (if a site exists at the time of the application) could be conducted by Commission staff during the initial accreditation process.
- There was limited information among institutional interviewees regarding credential programs offered by their own institutions in other states and how those programs were similar to or differed from what was developed for California. This information could give a clearer picture of the commitment of the institution to the preparation of educators.

Coordination and Consultation

- Curriculum development that is "centrally authored/managed" from an out-of-state location may not address the particular needs of children in California. For example, California standards require that credential candidates be prepared to teach English Language Learners who come to the classroom with backgrounds in many different languages. Centrally authored/managed out-of-state curriculum development may not adequately provide for this type of unique instruction.
- When the ultimate organizational responsibility for program and curriculum design is located at an out-of-state home campus or headquarters, collaborative and consultative relationships with locals are difficult to establish. It is difficult to maintain the long-term relationships with the K-12 community necessary to implement the standards.

Faculty

- When the primary control of programs is at an out-of-state location, local autonomy may be limited. Faculty at some sites expressed a concern that their input was not adequately considered at the central level. Some interviewees suggested that decisions made by the central office should be more carefully reviewed.
- Adjunct faculty members are used heavily and, in some institutions, the majority of these faculty have full time positions elsewhere. This can preclude involvement in program design, evaluation, etc. One institutional representative, in responding to questions regarding the use of part-time faculty, used the phrase “full-time practitioner faculty” to describe K-12 educators working in the program.

Advisement

- There was considerable variability in advisement services among the four institutions. In some instances, there was significant individual attention given to each student in the program. In other cases, most advising was done electronically by e-mail and/or telephone. Face-to-face contact was limited. Adequacy and accessibility of student records also varied.

Facilities

- For the most part, institutions studied have no physical libraries or resource centers depending instead on electronic libraries as a key resource for students. Students are also directed to use public libraries or libraries of other universities proximate to program sites.
- The physical facilities available to the programs also varied among the four institutions. At some sites, classrooms and office space were specifically designed to meet program needs. Alternatively, other institutions rented/leased facilities or used school district classrooms to teach courses, claiming this approach was a program strength since it provided geographic convenience for students.

Distance Learning Task Force

A Task Force was formed involving members of the previous Technology Review Panel to consider the question of appropriate standards for non-traditional programs, especially distance learning or other technology-based programs. As the group worked, it consulted a document entitled "Guidebook on Distance Education and Technology-Mediated Education", prepared by WASC. The Task Force did not adopt a specific definition of "distance learning". For discussion purposes, however, the following definition was used (also adapted from the work of WASC): "distance learning" was defined, for the purposes of accreditation review, as a formal educational process in which the majority of the instruction occurs when student and instructor are not in the same place at the same time. Instruction may be synchronous or asynchronous. Distance learning may employ correspondence study, or audio, video, or computer technologies.

Any institution offering distance learning is expected to meet the standards of program quality and effectiveness for all of its programs in order to be accredited by the California Commission on Teacher Credentialing. In addition, an institution is expected to address, in its program

approval document, the following questions to consider relative to programs delivered through distance learning. The Task Force did not agree upon how these questions to consider should be placed within the standards format utilized by the Commission.

The original options discussed were either to create a separate standard for distance learning, or to incorporate the distance learning questions to consider into already existing program standards, or some combination of the two. As the Task Force continued its discussions, a third option emerged which would be to create an additional Common Standard that would focus on the delivery systems for the programs of the institution. None of the current standards specifically address delivery system issues. This new standard would apply to all institutions and would elicit information from the institutions not directly asked for in current standards. The following questions would likely become a part of that new standard.

Curriculum and Instruction

Does the institution provide for timely and appropriate interaction between students and faculty, and among students?

What procedures are in place to assure that faculty will assume responsibility for and exercise oversight over distance learning to ensure both the rigor of programs and quality of instruction?

How does the institution ensure that the technology(ies) employed is appropriate to the nature and objectives of the program(s)?

How does the institution ensure the currency of materials, programs, and courses?

Does the institution provide appropriate faculty support services specifically related to distance learning?

How does the institution ensure that faculty are prepared to teach in a distance learning program?

Evaluation and Assessment

What procedures are in place to assess student capability to succeed in distance learning programs and how is this information applied to admission and recruiting policies and decisions?

How does the institution evaluate the educational effectiveness of its distance learning programs (including assessments of student learning outcomes, student retention, and student satisfaction) to ensure comparability to campus-based programs?

How does the institution ensure the authenticity of student work?

Library and Learning Resources

How does the institution ensure that students have access to and are able to effectively use library resources that are at least equivalent to those available to campus-based programs?

To what extent does the institution provide access to laboratories, facilities, and equipment when necessary to meet the objectives and curriculum of the course?

Student Services

What procedures are in place to adequately resolve student concerns that is appropriate for distance learners?

How does the institution ensure that students admitted possess the knowledge and equipment necessary to use the technology employed in the program?

How does the institution provide aid to students who are experiencing difficulty using the required technology in a distance learning course?

Facilities and Finances

Does the institution ensure the availability of equipment and technical expertise required for distance learning?

Recommendations

Policy Question 1 – What are the most cost-effective ways in which the Commission and the Committee on Accreditation could determine the initial and continuing accreditation of regionally accredited institutions whose "home campuses" are located outside the WASC region? Would any unique standards or preconditions be needed for the accreditation of such institutions in the future? Should any limitations or requirements be added to the *Accreditation Framework* to govern such accreditation decisions in the years following the pilot project?

Initial Accreditation/Approval Process

- For institutions from regional accrediting bodies other than WASC, the institution must provide a copy of the most recent report of institutional accreditation from that regional association, including the unit of the institution responsible for educator preparation. The institution must also provide a copy of the most recent report of state accreditation/approval of the education unit and its programs. In addition, the institution must provide evidence of application to and approval from the California Bureau of Private Postsecondary and Vocational Education.
- During the application phase, Commission staff will conduct a visit to the site in which the institution is housed in California.
- After the institution has received initial program accreditation, but before the first continuing accreditation visit, a formative evaluation will be conducted using members of the Board of Institutional Reviewers. This would usually be during the second year of operation.

Continuing Accreditation Procedures

- Under the institutional accreditation model in the Commission's *Accreditation Framework*, it is the institution that is being accredited, not individual programs. Because of this, for out-of-state institutions, the continuing accreditation visit must involve the main campus. Key personnel from the institution will be in California during the visit. Telephone

interviews will be held with other campus personnel. Telephone contact will be made with personnel from the regional accrediting agency and the state certification agency.

- The accreditation procedures should continue to emphasize the need for the identification of an institutional contact person with responsibility for all credential programs, not a number of individuals at each institution or at separate sites.
- The Committee on Accreditation should continue to study and refine accreditation procedures for multi-site/distributed model delivery systems.

Policy Question 2 – What are the most cost-effective ways in which the Commission and the Committee on Accreditation could address the unique issues of program quality and effectiveness that arise when "alternative systems for instructional delivery" are used in California educator preparation? When alternative instructional systems are used, what issues of program quality and effectiveness are of greatest concern, and how could they be addressed cost-effectively in an updated system of accreditation in the future? Should new standards or requirements be established for the future accreditation of institutions that use new delivery systems? Should new limitations or preconditions be added to the *Accreditation Framework* for institutions that use new delivery systems?

Accreditation Standards

- Regional accrediting associations have developed systems and standards to include distance learning in the accreditation process.
- The Commission's standards should undergo continuing review to ensure their applicability to multi-site situations.
- The issues studied in this pilot project appear to point towards a new Common Standard related to delivery systems and how to assure quality through various modes of delivery – multi-site, mediated, on-line, independent study, lecture, seminar, etc. Upon direction from the Commission, staff can use the results of this research project to develop a new standard for Commission consideration.

Policy Question 3 – If revised standards and other policies are needed for those programs in which preparation is delivered (a) by out-of-region institutions or (b) with the use of alternative delivery systems, would the revised standards and other policies also provide important quality assurances related to all preparation practices, including traditional ones?

Applicability to All Preparation Programs

- The modification of standards and procedures would apply to all institutions and programs, including in-state as well as out-of-state, and traditional as well as non-traditional.
- There are some specific procedures noted above that would apply only to institutions accredited by other regional accrediting associations.